

**2000-2001 GEPA Sample Form  
Language Arts  
Scoring Key**

Item #	Correct Answer	Content Skill*
<b>Writing Task A</b>	See rubric	Generating Text
<b>1</b>	B	Recognition of Central Idea or Theme
<b>2</b>	A	Recognition of Supporting Details
<b>3</b>	B	Extrapolation of Information/Following Directions
<b>4</b>	C	Recognition of Text Organization
<b>5</b>	A	Paraphrasing/Retelling
<b>6</b>	C	Recognition of a Purpose for Reading
<b>7</b>	B	Prediction of Tentative Meanings
<b>8</b>	D	Drawing Conclusions
<b>9</b>	C	Drawing Conclusions
<b>10</b>	D	Interpretation of Conventions of Print
<b>11</b>	See rubric	Recognition of Supporting Details
<b>12</b>	See rubric	Drawing Conclusions
<b>13</b>	A	Recognition of Supporting Details
<b>14</b>	A	Recognition of Supporting Details
<b>15</b>	B	Extrapolation of Information/Following Directions
<b>16</b>	D	Drawing Conclusions
<b>17</b>	B	Paraphrasing/Retelling
<b>18</b>	C	Paraphrasing/Retelling
<b>19</b>	A	Prediction of Tentative Meanings
<b>20</b>	D	Forming of Opinions
<b>21</b>	D	Drawing Conclusions
<b>22</b>	A	Drawing Conclusions
<b>23</b>	See rubric	Forming of Opinions
<b>24</b>	See rubric	Questioning
<b>Writing Task B</b>	See rubric	Generating Text
<b>Revise/Edit</b>	See rubric	Generating Text

**Scoring Instructions**

Official scores for open-ended items on a live test are derived from two independent readings of each student response. If you do not plan to use a second scorer, simply assign the same score twice. *Responses that are unintelligible, not in English, off topic, not responsive, or only a partial fragment are assigned a score of zero points.* If you have difficulty deciding on a score point or feel a particular response lies between two score points on the rubric, you may assign “split” scores (i.e., 2 and 3). Based on the item type, the two scores are either added together or averaged (which can result in half-points) in computing the total number of points earned.

To compute the total score, add the following:

- Score for Writing Task A (average of two scores – minimum of 0 or 2 points, maximum of 6 points possible)
- One point for each correct answer on multiple-choice items (maximum of 20 points possible)
- Scores for open-ended items 11, 12, 23, and 24 (average of two scores for each item – minimum of 0, maximum of 4 points possible for each item or 16 total maximum points possible)
- Score for Writing Task B (sum of two scores - minimum of 0 or 2 points, maximum of 12 points possible)
- Score for Revise/Edit Task (sum of two scores - minimum of 0 points, maximum of 8 points possible)

Total of 62 maximum points possible.

\*Refer to the *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA) and High School Proficiency Assessment (HSPA) in Language Arts Literacy*, published by the New Jersey Department of Education in February, 1998 for further information.

## 2000-2001 GEPA Sample Form Language Arts Score Interpretation Guide

The New Jersey Department of Education is pleased to provide the 2000-2001 GEPA Sample Forms as tools for gauging student achievement prior to the live administration of these tests. Although the sample forms contain previously tested items and are built to specifications *similar* to the “real” test, they are not the “real” test. As such, these sample forms are not intended to predict student scores on the GEPA. There are several reasons for this:

1. Student performance on these or any test will vary from day to day.
2. The sample forms will be given under less standardized conditions than the conditions used for the live tests.
3. The sample forms will be scored locally without the extensive training and accuracy controls used to score the live tests.
4. Continued instruction will occur in the time between the administration of the sample form and the live test.

However, these sample forms can be used to screen for students who may have difficulty reaching the Proficient level. Also, by examining items that a student or group of students (e.g., a classroom) answer incorrectly, teachers can identify possible strengths and weaknesses in specific skills. The scoring key provides links to the *Core Curriculum Content Standards* and the *Directory of Test Specifications and Sample Items* to help you understand the content, skill and process domains that each item represents.

Individual student performance on these sample forms can be interpreted as follows:

<b>Level</b>	<b>Score Range</b>	<b>Indication</b>
<b>1</b>	0 – 27.5	There is a good chance that the student would <u>not</u> score at the Proficient level.
<b>2</b>	28 – 35	There is a good chance that the student would score just above or just below the Proficient level cut-score.
<b>3</b>	35.5 – 62	There is a good chance that the student is at or above the Proficient level

*The New Jersey Department of Education highly recommends that teachers use sample form results as only one piece of information when determining the instructional needs of a student or group of students.*

## NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Has opening and closing</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive mono/ony/same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

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<b>NON-SCORABLE RESPONSES*</b>	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns usage/agreement</li> <li>Word choice/meaning</li> <li>Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Variety of formations</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Skills intact in:                             <ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul> </li> </ul>

## **SCORE SCALE POINT 1**

The response indicates an INADEQUATE COMMAND of written language. The writing samples in this category:

### **CONTENT/ ORGANIZATION**

may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently, difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.

### **USAGE**

may display severe/numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, word choice, and use of proper modifiers.

### **SENTENCE CONSTRUCTION**

may demonstrate an assortment of grammatically incorrect/incomplete sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.

### **MECHANICS**

may display errors in mechanics so severe as to detract from the meaning of the response.

## **SCORE SCALE POINT 2**

This response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

### **CONTENT/ ORGANIZATION**

may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions, making it difficult to move from idea to idea. Details are presented with little, if any, elaboration--highlight papers.

### **USAGE**

may have numerous problems with usage, but they are not totally out of control.

### **SENTENCE CONSTRUCTION**

may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

### **MECHANICS**

may display, numerous serious errors in mechanics.

### **SCORE SCALE POINT 3**

This response indicates a PARTIAL COMMAND of written language. The writing samples in this category:

CONTENT/  
ORGANIZATION

may not have an opening **and/or** a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly **shift** focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

may display a pattern(s) of errors in usage

SENTENCE  
CONSTRUCTION

may demonstrate little variety in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

may display a pattern(s) of errors in mechanics

## **SCORE SCALE POINT 4**

The response indicates an ADEQUATE COMMAND of written language. The writing samples in this category:

### **CONTENT/ ORGANIZATION**

generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat, and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.

### **USAGE**

may display some errors in usage, but no consistent pattern is apparent.

### **SENTENCE CONSTRUCTION**

may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.

### **MECHANICS**

may display some errors in mechanics, but these errors will not constitute a consistent pattern, nor do they interfere with the meaning of the response.

## **SCORE SCALE POINT 5**

This response indicates a STRONG COMMAND of written language. The writing samples in this category:

CONTENT/  
ORGANIZATION

have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.

USAGE

have few errors in usage

SENTENCE  
CONSTRUCTION

demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.

MECHANICS

have few errors in mechanics.

## **SCORE SCALE POINT 6**

This response indicates a **SUPERIOR COMMAND** of written language. The writing samples in this category:

### **CONTENT/ ORGANIZATION**

have an opening and closing. The responses relate to the topic and have a single, distinct focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present, resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid, explicit, and/or pertinent responses.

### **USAGE**

have very few, if any, errors in usage.

### **SENTENCE CONSTRUCTION**

demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.

### **MECHANICS**

have very few, if any, errors in mechanics.

LANGUAGE ARTS LITERACY - PART I

WRITING TASK A

All the gravitational pull on earth suddenly started floating away. Everything on earth was going with it.

01 00002-00115

Score Point: 1

Though displaying an uncertain focus requiring reader inference, this brief response demonstrates a minimal attempt to respond to the topic.

PLEASE DO NOT WRITE IN THIS AREA



# LANGUAGE ARTS LITERACY – P/ WRITING TASK A

In the picture the man is throwing bird seeds. The birds are surrounding him because they want more. So the man gets so mad that he just threw all the seeds up.

01 0001-0001-3

score point 1

131

p.3

PLEASE DO NOT WRITE IN THIS AREA



879963

LANGUAGE ARTS LITERACY – PAF

WRITING TASK A

Reaching to the Sky

This picture is very interesting. In this picture I see a man in a park trying to be like a bird.

This man seems like he is trying to reach to the sky just like a bird. The birds seem to be following him on his quest to reach the sky.

In conclusion this picture is very hard to describe. So this is all I see in this picture.

Score Point: 1

This response has a clear focus (man trying to be like a bird) along with a few details. However, it fails to reach the level of highlights, demonstrating an inadequate command of written language.

85

PLEASE DO NOT WRITE IN THIS AREA



838960

LANGUAGE ARTS LITERACY – PA

WRITING TASK A

In this picture there is a man trying to feed the pigeons. The man is helping to nurture them. The birds trust him and its because they get feed everyday by this guy. The man is in a park in New York.

01 0002 00112

Score Point: 2

This brief description of the picture provides sufficient details to reach the level of highlights, indicating a limited command of written language.

PLEASE DO NOT WRITE IN THIS AREA

192



888364

## LANGUAGE ARTS LITERACY - PAR

## WRITING TASK A

"The happiness of one man"

Every picture tells a story,  
but the stories we see may be  
different from other persons point of  
view.

One day a child was born  
and his name was John. John  
was born in the summer July  
7, 1969, he was a dark skin  
man that lived in Newark N.J.  
John had a problem with his  
legs, he couldn't walk since  
he was a baby. The doctor said  
that he would not walk ever  
again, but he didn't what hear  
that. So as he got older, ever  
day he use to go to the park  
and watch the people jogging,  
walking their dog, and watch peopl  
playing with kids.

One day he was very mad  
because feel and couldn't  
get up. So smore that one  
day that he'll walk.

888

PLEASE DO NOT WRITE IN THIS AREA



838734

001-0029

One sunny afternoon he went to the park again. He went to middle of the park and he tried to get up from his wheel-chair and tried so very hard to take a step but he did. Then he take other step after while he started to run even he was amazed. After run so much he jumped up with joy.

**Score Point: 2**

Despite some lack of clarity due to serious errors in mechanics, usage, and sentence formation, the response is not totally out of control, and sufficient detail of John's struggle to walk is present to demonstrate a limited command of written language.

LB

LANGUAGE ARTS LITERACY – F

WRITING TASK A

It is a typical day for Tom. He comes down from his apartment to feed the birds. He gives them plenty of food so they can all eat. He noticed that there was a bird that came every day. This bird was all white with red eyes. He knew that it was special so he named it Red. Tom was bored so he tried to make it do tricks. He threw the food up in the air and Red flew and grabbed it before it hit the ground. That same day Tom brought Red home so they would be together forever.

12000-1000 10

Score Point: 2

This story of "Red" the bird is adequately organized but contains few, if any, transitions to connect the highlights provided. More elaboration or a more sustained progression of ideas is needed for a "3".

92

PLEASE DO NOT WRITE IN THIS AREA



838943

LANGUAGE ARTS LITERACY – P/

WRITING TASK A

Sadness

It was a cold fall day in New York. There were lots of things to do. So Bill went to the park to feed the birds. When he got there the birds were all over the place, they were flying around happily until Bill pulled out the bird seed they all crowded around him like little kids.

The first hand full he pulled out was big and full of seeds the birds went crazy over it. They ate it all and started to fly away, so then he gave them another hand full of bird seed, they came back and ate it and this went on until it was all gone, by that time he fell in love with the birds and he didn't want them to leave so he yelled to them "Come back my friends! Come back!", but they never returned again and Bill just hung his head and went home.  
The End

Score Point: 3

This short, sparse, organized and controlled response provides sufficient detail embedded in the narrative sequence of Bill and his bird friends to reach a partial command of written language.

46

PLEASE DO NOT WRITE IN THIS AREA



838944

LANGUAGE ARTS LITERACY – PAI

WRITING TASK A

This picture is not very descriptive in my point-of-view. The way I see it is the man is throwing the food over the branch like he is a basketball player.

This man is throwing the bread up because it is his system of feeding the birds. That's why all the pigeons are surrounding him. There are little pieces of bread lying on the ground waiting for the pigeons to eat them.

either this man is trying to be like Michael Jordan or he just taking a stroll in the park feeding the pigeons. The story I think it's telling is something like the Bird man. It's called the birdman because he probably walks through the park everyday and feeds the pigeons while trying to work on his "basketball skills".

The way I really see it is it's 5.

PLEASE DO NOT WRITE IN THIS AREA



879456

not telling a specific story  
 it's just telling the story of an  
 average man who walks through  
 the park feeding the pigeons.  
 That's the real story behind  
 this whole picture. While this  
 man feeds the bird and  
 jumps people that are sitting  
 on a bench or are walking stare  
 at him.

In conclusion that is what  
 I think the story is behind  
 the picture. He's just doing  
 his duty feeding the birds  
 that is his hobby and it's  
 what he likes to do. So  
 that's what I think about  
 the story and the picture.

**Score Point: 3**

By posing and describing several possible scenarios to explain the picture, this writer adds sufficient detail, in total, to reach the "3" level. Also, a flawed, loose organizational strategy, particularly in the 3<sup>rd</sup> paragraph, creates a somewhat halting progression of ideas.

15B

LANGUAGE ARTS LITERACY - P

WRITING TASK A

It was one fall afternoon when class just ended and every went to lunch it was about 12:00 when every body went OUT for recess their were kids on the Swing set, People playing Basket ball, and saw birds flying all around. the clouds flying higher then the Plains. The kid though to him self and said, "Maybe I could fly if I tried." One day he was asleep he had a dream that was a bird he flew around the sky he flew around the trees like it was a obstacle course. He swooped down to get his prey he caught it with his claws. He though to his selfe I've become a true bird nobody can catch me and nobody could bother me.

He saw a human going to make a kill but the hawk came sweeping down the hunter missed the deer was free at last, free at last he though to him self. he though and though why people kills other animals. He said I was a human before but now I am a hawk I never killed a animal or did any thing bad he though to him self as did I. I have to eat and so do the humans. What should I do he though, and though then he had a idea maybe they dont have to kills animals they could eat vegetables. So he got all the deer in one section so they would not be eatens.

01 0001-00308

113A

PLEASE DO NOT WRITE IN THIS AREA



914220

The deer justed ignored him. he came swooping down to chase the deer but his wings would not move; all of a sudden he woke up at 7:30 and got in the shower and put his shirt and pance on. He went out side to go to school then he saw the exact tree that he was sitting on. fi

He tried to fly he lifted his foot and felt like a bird in the sky justed waiting to fly."

Score Point: 3

Despite a pattern of errors creating a somewhat halting progression of ideas, sufficient elaboration is present in the story of hawk man's quest to change the eating habits of humans to indicate a partial command of writing.

113B

LANGUAGE ARTS LITERACY – F

WRITING TASK A

01 0001 00030

James only daughter Tiffany will be going to college tomorrow. She will be taking an airplane to fly all the way to Chicago. James cries proudly of Tiffany. He's only daughter will be going away from home to a strange world. Now his daughter won't be safe from her father's protection. James always knew one day Tiffany his baby would grow up to be a woman but he never knew these years would pass by like a blink of an eye. Today is the day. At the airport Tiffany gives her ticket to the airline lady. At the door to the airplane Tiffany look at her father as they hug firmly as tears rush down at James face. "Don't forget to write" said James. Tiffany walks in the plane waving good-bye. James drives back home crying as he look at his key chain with a 1x2 photo of Tiffany when she was 7 years old. James drives by a park and parks his car. He remembers taking Tiffany to this park when she was 8 years old. He takes a walk through the park and he sees a airplane flying. James jumps in the air waving 'bye as if he's daughter was in that but inside he knew she already airplane.

29A



gone. James still waved good-bye to the sky  
as he said at loud my daughter has grown,  
I have pass the job for being her father.

**Score Point: 4**

Focused on a single moment in time, a daughter stepping on a plane to leave for college, this response is organized and clearly provides the elaboration required of a "4". For example, the key chain section provides some effective elaboration as does the opening describing James' inner thoughts. More elaboration is required for a higher score, and the few errors present do not constitute a pattern.

*(Handwritten initials)*

## LANGUAGE ARTS LITERACY – PAR

## WRITING TASK A

It was a damp, chilly day when Charlie decided to go to the zoo and see the birds. Charlie is the kind of guy who loves birds. He collects everything that he can possibly get on birds. Even though Charlie does not have that much money he still finds some extra money after he goes shopping and pays the bills to go see the birds at the zoo. Charlie did not know that this day a special thing was going to happen to him. While he was walking to the zoo he saw a tiny little bird on the ground. Charlie examined the bird thoroughly. Of all the books he read about birds, and all the movies he watched he recognized this to be a pigeon.

Charlie decided that he would take the little bird home, and take care of it until it got better then set it free. Charlie picked the bird up and brought it to his house. He made it a bed by taking a little box and putting some cloth in it. He laid the baby bird in the box. After a while the baby bird started to whine. Charlie thought that the bird might be hungry so he got

PLEASE DO NOT WRITE IN THIS AREA



916133

an eye dropper, cleaned it out and put some warm milk in it. Charlie started to feed the bird. He did not pick it up for the reason that it was still very small.

Many weeks went by since Charlie first brought the bird home. The bird was getting very big. It sat on Charlie's hand and ate regular bird food such as worms and tiny bugs. Charlie decided that it was time to set the bird free.

Charlie brought the bird to the place that he first found it. He sat down with the bird and talked to it. Charlie said, "I am going to miss you very much. I hope that maybe someday I'll have enough money to get a bird just like you." And with that he let the bird go. He waved good-bye to the bird. After that Charlie went to the zoo to look at the birds.

Score Point: 4

Though clearly demonstrating an adequate command of writing, the elaboration provided within this organized framework is predominately general (it was still very small, The bird was getting very big), rather than specific.

3/10

## LANGUAGE ARTS LITERACY - PAR

## WRITING TASK A

This picture is definitely telling a story. From what I can conclude, this picture has many feelings to describe. I see in this picture a man in a park.

He is jumping up and down around a flock of pigeons. I also see a man in the background

sleeping on a bench with a shopping cart.

I believe that these two men are friends and both homeless. They struggle everyday to get by with food and shelter, they have found refuge in this

enormous park. As the days pass by they have shared their bread with these pigeons and befriended some of them.

Each of the men struggle, but never neglect to feed the birds.

I think that these men are just as lonely as these birds and just need someone or something to be there. I can remember a

time when I went to Central Park.

I remember seeing a homeless man and

he tried to talk to me. I was very much afraid of him and I ran away.

I think that these men have the same problem. Everyone judges them by

their looks and they don't give

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them the time of day.

In this picture, this man is holding a piece of bread and feeding these pigeons, his friends, because he enjoys their company and vice a versa.

I feel sorrow for these men who confide in the pigeons. They all deserve a chance, and they were never given a fair shot at being somebody. Also, I think that these people are content with who they are and how they are living. They don't need anyone and they have to work for what they want. They will be emotionally satisfied their whole lives but there will always be something that is missing. A feeling deep inside that is very hard to describe.

In conclusion, this picture has got a story to tell. It has told a story of two lives. It shared the emotions and feelings. Everyone has a different opinion of this picture and that was mine.

**Score Point: 4**

Beginning with a clear, specific synopsis of the lives of the homeless men and their devotion to the birds, this response continues the elaboration with a personal anecdote. However, the progression and elaboration weaken in the final body paragraph (they don't need anyone, there will always be something missing). More even elaboration of key ideas and a stronger logical progression of ideas is needed for a higher score.

LANGUAGE ARTS LITERACY – PA

WRITING TASK A

Gary

Unfortunately, today's city streets are packed with homeless people. They sit on their corners, day after day, night after night, hoping to get a small amount of money from some passersby. Did you ever stop and think about how far that quarter you gave them could get them in life?

Gary was another homeless soul wandering the streets of New York City. He sat on the street corners everyday while people threw him disgusted looks, but he was used to it by now. He had been on the streets for quite some time now; ever since he was fifteen. He was born into a poor family, so eventually they couldn't pay the rent on their small apartment anymore and were thrown out. His parents had long since died, but Gary was a fighter, and he knew that one day things would change for the better.

On one particularly nice Monday morning, Gary was sitting on his street corner, counting the amount

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of money he had saved up in the past week. Gary had discovered that he had enough to purchase a lottery ticket. So he stood up and proceeded to walk down the street to the general store. He purchased his ticket, walked back to his corner, sat down, and hoped that he would be the lucky person that won. A few days later, Gary found a recent newspaper someone had apparently dropped. He looked at the lottery numbers; he won! He had won the \$30,000,000 jackpot!

In the years to come, Gary spent his lottery money wisely. He went to college and became an extremely successful lawyer. He also invested in very good stocks on Wall Street. He always knew in his heart that he could make it if he tried. This story teaches a lesson: Never give up. No matter how hard things are, if you keep going and do your best, you'll make it.

**Score Point: 5**

Though not particularly vivid, this writer provides a thorough, methodical accounting of "Gary's" great change of luck. Opening with a generic, but effective discussion of the dire financial straits of the homeless, the response continues with Gary's story in a logical, evenly elaborated fashion. Gary's perseverance helps provide a sense of unity and completeness.

LANGUAGE ARTS LITERACY – PJ

WRITING TASK A



It is a quiet brisk morning in New York City. It is still a bit too early for people to be up and about. But Not Joe, he is up and enjoying the fresh air. Despite the fact that it looks as if it may rain before too long.

Even though Joe lives in the city he loves the animals, especially the birds. Ever since anyone can remember Joe wakes up early, walks to Central Park, and feeds the birds.

Today is no different, Joe is strolling down Park Ave. As he passes the bakery he can smell the fresh sweet smell of fresh baked bread. As much as Joe would love to buy a cinnamon bun or two he can't, he has a commitment to the birds to feed them.

Before too long Joe reaches the park and finds his bench. As soon as he sits down, the birds began to swarm around him. He opens the fresh bag of roasted seed throws a handful in the air. Like an ocean wave the birds hurl up in the air. Joe has always loved when the birds went up in a flash. It always made Joe so happy he would leap into the air.

Whenever he did leap the birds would fly around him. It seemed that Joe was the only one that cared.

Score Point: 5

Though brief, this syntactically sophisticated, concise response provides consistently specific detail that enlivens this simple story. In addition, the use of figurative language (like an ocean wave the birds hurl up in the air) strengthens the response. A tight organizational structure combined with consistently effective word choice creates a sense of unity and completeness.

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LANGUAGE ARTS LITERACY – F

WRITING TASK A

Fly Like A Bird

The air is crisp as Mr. Harold Mollwalker jogs through Central Park. He feels the air envelope him and dive into his lungs. Pigeons are all on the ground and other birds sing happily from their homes in trees.

Mr. Mollwalker jogs around Central Park every morning from 9:00 until 10:30. He is usually the only one there because everyone else is either at work or school, but today is different. Mr. Mollwalker spots a man sitting on a bench, reclining. His eyes are closed and his hands are stuffed in his pocket.

Mr. Mollwalker runs to the bench and sits down, panting like a tired dog. His skin is glistening with sweat. "Hello," Mr. Mollwalker greets.

The man's eyes snap open. "Oh goodness you scared me. Hello to you too."

Mr. Mollwalker frowns. "I'm sorry to have startled you," he said. "That's Okay," the man replies, staring at a group of pigeons tearing a piece of bread. "The name's Hank," he greeted suddenly.

"I'm Harry." The two men shook hands.

"Why do you jog so early in the morning?" Hank asked.

Mr. Mollwalker paused. "Well," he began, "my wife and two kids were killed last year in a car crash. I have to jog in the morning to clear my head. Otherwise, I'll go crazy."

Hank said in return: "My wife was also killed last year, and because of that I come out here to clear my head."

Mr. Mollwalker came to a sudden thought. "It's time for us to put that behind us."

Hank stood. "You're right."

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Mr. Mollwalker stood and ran to a bunch of pigeons. He jumped into the air, screaming: "I love and miss you guys."

Hank smiled

Two men meeting for the first time solved their year long hardships in minutes. See what friendship can do?

**Score Point: 5**

The chance meeting of Mr. Mollwalker and Hank, both of whom are coping with loss, is an effective blend of description and narration. The ideas flow logically due, in part, to the effective, sustained use of dialog that adds elaboration and represents a successful compositional risk. More development would be required for a "6".

AB

## LANGUAGE ARTS LITERACY –

## WRITING TASK A

When I look at this picture, I see a man feeding pigeons in a park. This park that he is in, looks a lot like the park near Independence Hall in Philadelphia. I think this man is homeless, due to the fact of a shopping cart with items in it, in back of him. This homeless man doesn't have a very nice life; he can hardly pay for three meals a day, and he roams around the city like a nomad with his shopping cart. What makes his life brighter, is when he is able to feed the pigeons in the park; something he does everyday. He enjoys this very much, and sometimes he gets so carried away, that he jumps towards the sky, think he can fly like the pigeons. He wishes he could fly away to a better place; a place where he is not discriminated against because he is poor. A place where no one is homeless or hungry all the time. This is a place he dreams of everyday when he is with the pigeons, and when he leaves for the night he feels a little bit better about his hard life.

In many ways I can relate to this man in the picture. When I was little, I would take many walks with my grandmother to the park near her house. I loved the park. I loved the red and blue swingset that I would spend hours on. I also loved the lake with its many weeping willow trees. The trees were so big, and the branches would touch the surface of the lake water. The thing I liked most about the park though, were the ducks. I would bring

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bread crumbs everytime with me so I could feed them. I always liked watching them run around with delight. When I was at the park, I would pretend I was in another world, just like the man in the picture. I would pretend I was a princess in my own kingdom; one that I ruled where no one told me what to do. When I look at this picture it reminds me of my childhood days, and it also reminds me of something Lauren Baca once said, "Imagination is the highest kite one can fly."

**Score Point: 6**

This response provides a thorough, detailed examination of the individual need for escape in imagination. The apt comparison between the homeless need to "fly away" and the writer's childhood reminiscence is effective and helps provide unity and completeness. The response indicates a superior command of written language.

~~11~~  
 11/13

## LANGUAGE ARTS LITERACY – P

## WRITING TASK A

THE MYSTERY IN FINDING YOUR DESTINY

"Why does he always do that?"

"He's so weird."

Playing it cool, I snickered along with my friends, Stacey and Beth, as we made our daily venture to school, down the alleyway, past the old church, and through the park—our own shortcut. The "he" we were referring to is this mysterious man, always in the center of the park, engrossed with the pigeons.

Though I take part in the humor we created about this man, deep down I feel great compassion for him. Every morning for as long as I can recall, this man, seeming not to have any money, let alone a place to live, somehow manages to bring food to these carelessly birds. However, it's not the food I'm interested in. I am so much intrigued by the sheer pleasure and joy that takes over this man every morning as the birds flock around him, like children flocking to a piñata as soon as they hear a "BOOM"! This same magical feeling seems to capture the mysterious man.

91A

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As I continue to snicker and joke about the man, down deep, I will always secretly hold envy for him, for what he has unknowingly showed me is priceless. I now have a new understanding for the wonder and fun of love. While it can be found in all places, in all things, it's our job to look for it.

**Score Point: 6**

By consistently maintaining a superficial facade that masks the narrators' true feelings, this writer constructs a strategy that in and of itself represents a successful compositional risk. Additionally, the response is syntactically sophisticated and demonstrates other compositional risks in the use of dialog and figurative language (piñata). This sophisticated response is developed, well unified and indicates a superior command of written language.

318



The man only stared at me as if waging an inner argument as to if I were crazy or honestly serious. Obviously crazy won because he redirected his attention to the surrounding trees.

In a desperate leap, I was able to grab the branch and the feather. With a cry of triumph I let my body fall back to the ground, holding a feather with a fragile grasp as if afraid to bend its perfect contours. With shining eyes, and a broad smile, I continued walking. The treasure is mine.

**Score Point: 6**

This concise, syntactically sophisticated response provides a vivid portrait of the feather collector. The narration, as it flows seamlessly, provides effective elaboration of this brief moment in time by including pertinent, sophisticated words (extricate) and images (afraid to bend its perfect contours). The response is unified (the treasure is mine) and complete.

171b

LANGUAGE ARTS LITERACY – PA  
WRITING TASK

Dear Editor,  
I would like for the money to go  
towards replacing the playing field  
and replacing the soccer  
equipment for we can play on it  
and win the State Championship  
again

Score Point: 1

This response provides only one reason for replacing the soccer equipment, thus demonstrating a minimal attempt to respond to the topic.

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LANGUAGE ARTS LITERACY - PA  
WRITING TAS

If I was the principal's I would make pay for the soccer field and the nets. The ball team will be in chaos. I would take soccer away from the school. The high school anyway. 6<sup>th</sup> grade kids should act like that. Not high school kids.

SCORE POINT 1

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878835

LANGUAGE ARTS LITERACY – PA  
WRITING TASK

Dear Principals,

As you know mostly all of the students disagree about all of the money raised is going toward repairing the Soccer Field and Equipment.

I suggest that the money that students have raised should go toward class trips. It is not fair for all of the other students.

I hope that you reconsider and think about what you have done.

Sincerely,

Score Point: 1

This brief response offers two bare ideas (money go to class trips, not fair) in support of the writer's position. However, neither idea is elaborated on, which would be needed for this response to achieve a higher score.

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841241

# LANGUAGE ARTS LITERACY - PAR WRITING TASK

Dear editor,

I think that we should use all the money raised by school clubs to repair the soccer field because the students are the ones who ripped up the field and cut the nets. I think the students should take responsibility and pay for those mistakes they made. It is very important that kids take responsibility for their actions. I think all schools should address responsibility to their schools. Thank you for taking the time to read this letter and consider my view point.

Yours Truly,

**Score Point: 2**

This response, though brief, is focused on the idea of students accepting responsibility. By beginning to elaborate on the concept of responsibility, the student has demonstrated an attempt to organize and control the response.

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879556

**LANGUAGE ARTS LITERACY – PA  
WRITING TASK**

Dear editor of school newspaper,

Our principal suggest that if the soccer team won. they should give some money to repairing the playing field and replacing the soccer equipment.

I think this is a good idea because the student ripped up piece of the soccer field and cut the goal nets to keep as souvenirs of the game when the team won. So they could paid back the school to fix the field. And it is fair. when you destroy something you should pay for it.

Always any club in school waste a lot of money. If they won the prize I think they should give some to school. because school gave the money let them to play. But if they lose they waste school a lot of money so I think they should give school some money. And when they practice they may be destroy the field so they should give money to fix it too. It seems fair to everyone. Please read this letter. thank you! This is all my opinion.

Sincerely,

Score Point: 2

This writer attempts to respond to the topic by stating that the soccer team should pay to repair the damage. However, numerous errors in sentence structure and usage obscure the meaning in places. Enough details are apparent for the response to be considered a highlight paper.

378831

**LANGUAGE ARTS LITERACY – PA  
WRITING TAS**

I

3-10-99

Dear Editor,

I am aware that the soccer field has been torn apart and the soccer nets were also cut down.

My opinion is that the school should all help out to raise money for a new field and new nets, not just the clubs, but also the whole school.

My other suggestion is that the teachers also raise money for the benefit for our school. They can also join together and bake some cakes and sell them.

My last suggestion is that we would sell the cut up pieces of the field and the net so when we get the money, we can buy a new net and a new field. If there is any money, it would be for our school for equipment.

I just hope that you would take some time to read it. Then make a decision

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because I want to play soccer.

*Yicpa Loub*

**Score Point: 2**

This response though organized provides minimal elaboration for each of the first two suggestions offered. Some lack of clarity of thought in the third suggestion interrupts the logical progression of ideas, indicating a limited command of written language.

# LANGUAGE ARTS LITERACY – PA WRITING TASK

Dear Editor,

I am overwhelmed that our soccer team has won the state championship. It has been a great accomplishment by the soccer team. There is but one problem. Since the joy filled students decided to race onto the field and decided to take souvenirs, the principal is taking it out on the school clubs. I don't think that's fair to begin. Do you?

Before deciding what to do the principal should at least, talk to the student council. They can represent the students better than I can. I am only writing on my thoughts. I feel that first it should be brought before the clubs, and then student council. Finally the problem should be discussed among the faculty. After all, without them we wouldn't have a school.

If the clubs discuss it and feel that is the best way to solve this problem that's fine. I think it's totally unfair to blame the school clubs. You don't even know if every member of every school club was there. Even if they were they may not have taken any thing. I just hope that the principal will consider the students thoughts before deciding.

Score Point: 3

Sincerely,

This response, though sparse, is focused on the issue of fairness. The tightly woven argument (the issue should be discussed by all involved) progresses logically from beginning to end of the paper; as a result, the response is elaborated and moves beyond highlight.

879574

**LANGUAGE ARTS LITERACY – PAF  
WRITING TASK**

Dear Editor,

I don't agree with the idea of all of the money the school earned from clubs and other things should go to repairing the field and equipment. I think part of the student body that did this should donate a dollar to funding to fix the field. It isn't fair to make the people who didn't do this to fix something that they didn't do and use the money they earned to fixing this problem. They should start another club to raise money toward fixing the field. The school clubs shouldn't pay for this because they are raising money for the well-being of their clubs and activities. If the students want to cut the goal net and rip up the field you shouldn't let them it should be at their own expense. You should just have a punishment and a fine to pay if they do this and that should take care of this problem. If they want souvenirs of this game they should have to pay for them. They think that a trophy isn't good enough for them or something.

I think that if you have pre-cut pieces of the net and the field you could sell

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them to earn money towards fixing the field you should also give each player part of the soccer ball used if you cut it up then you could make each piece cost a donation so then by the time each player has their piece of the soccer ball you will have enough to afford a new soccer ball. This problem will be solved if you do this because if you would take your time and consider this issue you wouldn't have a hard time trying to save up money to repair this field. It is not the other students who are involved in clubs problem. It isn't right to do this so please keep this thought in mind. In conclusion if the students want souvenirs it should come out of their own wallets.

Sincerely,

**Score Point: 3**

Although providing several clusters of ideas with some elaboration, few transitions between those ideas are apparent which interrupts the logical progression of ideas. Better organization would be needed for this paper to achieve a higher score.

**LANGUAGE ARTS LITERACY – P  
WRITING TA**

Dear Editor,

Sports are good ways for kids to stay out of trouble. Kids have a lot of fun playing sports. They can meet new friends as well. Some sports teams are fortunate enough to win a state championship.

Almost all of us have heard of a bad loser, but have you heard of a bad winner? Our soccer team is an example of a bad winner. Ripping up pieces of the soccer field and cutting the goal nets are very unsportsman like, not to mention rude. I don't think that the school clubs should have to pay for this; I think the soccer team should pay for the damage.

I believe the soccer team should have fundraisers to pay for this. They could sell candy bars, first aid kits, calling cards, just about anything. If the players don't come up with the money their parents should have to pay for it. This will hopefully teach the kids not to do this again.

Sports are a post to teach kids teamwork, sportsmanship, and

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responsabilty. This team has to take  
responsabilty for their actions. I  
believe that means to pay for what  
they destroyed.

Sincerly yours,

**Score Point: 3**

This response elaborates on two ideas (sportsmanship, fund-raising) in mostly general terms. More specific detail would strengthen the elaboration, and would contribute to a higher score.

LANGUAGE ARTS LITERACY – P/ WRITING TA

Dear Editor:

I have heard that the principal is requiring that all money raised by school clubs will be used for soccer equipment and the repair of the field. After hearing of this, I thought about the situation and developed some solutions.

My first solution consists of fundraisers. I believe that the principal's decision is unfair. However, some clubs might like to hold extra fundraisers to aid in the repair of soccer equipment. Clubs could decide if they would like to participate, but should not be required to do so. Also, the school could participate in a group effort fundraiser. We could hold car washes, collect aluminum cans, or even sell first aid kits. These fundraisers will encourage the students to help others, recycle, and to be safe.

My second solution involves the community. Since the soccer team represented our community, residents of this town will be willing to help us repair the soccer field. Our school could send out flyers asking citizens to help rebuild or to donate money or equipment. This would not only save our school money, but get the community involved with the school.

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To recognize all the participants who aided in the repair of the soccer field, the soccer team could create a plaque with all the names of the people who helped out.

I believe that through these ideas, the principal will do what is best for the school. For the principal should not require, but to ask, help to repair and purchase soccer equipment. Thank you for your time.

Sincerely,

Score Point: 4

This organized response offers two suggestions (fund raisers and community involvement). Both ideas have some elaboration with specific detail. Some cause and effect elaboration strengthens the progression of the argument in favor of community involvement and strengthens the overall progression of ideas in the response. Some variety in sentence structure adds to the fluency which helps to demonstrate an adequate command of written language.

LANGUAGE ARTS LITERACY - I

WRITING TASK B

1/2/93

Dear Editor,

when they ripped up the nets and broke the nets

I understand our school soccer team won and maybe they got a little carried away after the game. Even though the cant just take money away from other clubs. It is their money for the spending. The soccer team should pay for their damages.

We should have a soccer car wash day. We can get the soccer team to clean up the field and use the money from the car wash to fix the goals.

The wrestling team needs new mats, the track team needs new hurdles, and the cheerleaders are complaining they need new pom poms. Now ask the principal if it is fair if all these teams have worked so hard to get these things and all their money is going to go to some one else. I dont think that is vary fair do you, Mr. Editor? Evry sport in this school should be responsible for their own expences. Every one should not be paying for the soccer team.

It is a major thing to pay for and it is because they won, If it's

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just the first time it dose not mean we will ever win agin. I dont think just becuse we won once we are going to be come a major jock school, and put sorcer ahead of every thing els. Like some schools might do with football. It is just like a little kid, he makes a mess and never wants to clean it up and if he dose not clean it up he will never learn anything. He will probly do it agin if he dose not have to do any work.

I have an idea where we could get a good net at a low price. There is this stor called Play it Agin Sports. I saw a net in there and dont know nets vary well, but it sounded like a pritty good deal. The manager said it's from a field down the road where a company bought the land to bid business. The previous owner gave them to him and said they had only been used one season.

A good fund raisor would be to sell magiseans. I know an eighth grade who dose that every year and makes lotes of money doing it. They go sore to sore asking people if they want member shipes that they choos from

a book. It has had tremendous success in all the year they have don, it. That would be perfect for this sit youation the soccer players would have it payed off in no time. Without taking away from other programs. The principal is wrong to even think about takeing away money from there programs for the soccer team. It can only be blamed on the soccer team for destroying their own feald and if aney one is going to replace it, it must be them.

Sincerely,

Score Point: 4

This response presents a sound argument, supported with specific details, as to why the soccer team should pay for the damage and the other clubs deserve to keep their funds. Two elaborated solutions are offered as suggestions for replacing the equipment. Errors in mechanics, though evident, neither interfere with meaning nor constitute a consistent pattern. Sufficient elaboration is present to demonstrate an adequate command of written language.

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914228

LANGUAGE ARTS LITERACY - PA  
WRITING TASK C

March 10, 1999

Dear Editor,

As a member of the student body, I strongly disagree with the principal's decision. This is unfair to all of the clubs who will raise money this year. I think that the soccer team was very selfish to think that they could just keep any part of the field or goals. As an example, the wrestlers do not keep a piece of the mat if they win. So why should the soccer players get to take the field or goals in pieces?

This is very upsetting to me, and I am sure it is upsetting to many others. I, myself, am a member of a club this year. The clubs don't raise money to fix what a bunch of boisterous soccer players did to their field and equipment. They raise money so that we can go on field trips and be educationally challenged. The school's clubs do not deserve to be punished for what they have not done. As my grandfather used to say, "Corruption is the essence of false consequences." In this case I think that the soccer team should be punished for what they did. I think that they should find a way to fix the field.

While on the topic of the soccer team finding a way to fix the field, I will give them

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a few suggestions. First of all I think that the school should make the soccer team raise money to replace the sod and goal nets that they took. They can do this by selling magazines or soccer jerseys that have the players' names and numbers on them. They could also make a landscaping crew and charge people low sums to mow grass, rake leaves, shovel snow, ect. Then after they have raised enough money they should go and get a load of sod to fix the field and the nets for the goals. Then they should have to fix the field themselves. They will be able to see what it feels like to have to work out under the hot sun and labor over what they did. They shouldn't be allowed to use any motorized tools or equipment. Just manpower and hand tools.

If the clubs are to pay for the soccer team's wrongs, then our school will be a communism. We do not want to support the belief of communism, but that is what we will be doing. It is as if the soccer team is to the ruler, as the student body is to the civilians. Why should we stop so low as to be like China or other communist nations? There will be fights and people will begin to hate each other. No one will be happy.

This situation reminds me of an experience my brother Bobby had when he was in high school. Where he went to high school,

baseball was the main sport. Well it just so happens that his team was undefeated and at the last game there was a huge party. The players ended up cutting up the batting cage and tearing up the bases so that everyone on the team could have a piece. In the end all of the clubs had to pay for the equipment to be replenished. There were riots and gang fights all over the same thing. He was coming home with bruises and black eyes all the time.

So, in conclusion I hope that the principal reassesses her position. Do what what happened to Bobby's school to happen to ours? I hope not. So please help us to change the principal's mind.

Sincerely,

Score Point: 4

Beginning with an effective introduction, this response provides several well-elaborated sections (fund-raising, fairness, similar experiences in other schools). Some effective word choices (boisterous, replenish) and use of rhetorical modes strengthen the elaboration. However, the section on communism is thinly developed and unclear which interrupts the overall progression of ideas. More even development of key ideas would be needed for a higher score.

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8c

**LANGUAGE ARTS LITERACY – PA  
WRITING TASK**

Dear Editor,

I am writing to you about our principal's decision of taking money from the clubs. I have considered all the aspects, but I always came up with the same answer. This is unfair. Although we should not have ruined the soccer field, we shouldn't use money from the other clubs to repair the damage.

It is not fair to use all the money from other clubs to fix the soccer field. The clubs worked hard for the money, so they should be able to spend it accordingly. I know that the Drama Club raised \$500, and were going to buy badly needed costumes with it. The Science Club had its heart set on new equipment. Unfortunately, the principal is squashing their dreams like a bug, by taking their hard earned money. Also, other school areas are in desperate need of repair. We have had a leaky roof in the C wing for as long as I can remember. The kitchen could use new cooking utensils, and the lights in the girls' bathroom need to be replaced. It's not fair to put these projects on hold, to repair something that won't be used until next year. Therefore, I think we should wait to repair the soccer field.

There is almost no money in the sports' treasury. Fortunately, I have some ideas that will help to earn some money. My first brilliant idea is to charge a small admission fee to the sporting games. If we charged as little as \$2 a head, and 200 people attended the game, we would collect \$400! People wouldn't mind paying a small fee, so I suggest not to charge over \$5. My next, ingenious idea is, sell souvenirs and refreshments. By selling souvenirs, we kill two birds with one stone. The school makes money, and the spectators have something to remember an excellent game by. This way no

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more damage is done to the field. Also, with refreshments, the fans will feel more welcome at the game. I can not count how many times I wished I had some hot chocolate at a chilly soccer game or a cold soda at a hot baseball game. Therefore I feel that this is a worthwhile idea.

Thank you for taking the time to read my article. I hope that an effort is taken in following through with some of my ideas. Also, I would appreciate it if you would either print my letter in the paper, or give it to the principal. Thank you.

Sincerely,

**Score Point: 5**

This response thoroughly develops two key ideas (fairness to other clubs, fund-raising activities) with good specific detail. Syntactic variety, effective word choices and vivid imagery (squashing their dreams like a bug) contribute to the overall fluency of the response, and demonstrate a strong command of written language.

LANGUAGE ARTS LITERACY - PA  
WRITING TAS

Dear Editor,

Originally, the purpose for my letter had been to inform you on the success of our Social Life Club's fundraiser, benefitting five selected charities. So many people have gotten involved, everyone wanting to help out in some way. I was eager to share with you the excitement we've all felt from the success of this fundraiser.

However, before I got the chance to put my news down in a letter to you, I heard the disturbing news. As our principal's announcement said, any money raised this year by all the school clubs will go towards repairing the playing field and replacing the soccer equipment. All our hard work will be diminished, like a volcano erupting on a beautiful garden in full bloom, as our fundraiser was, in full bloom. All of the money we spent so much time on to raise will not benefit any charity. It will now be transferred to a fund helping to rebuild the soccer field. I think I speak for

52200-1000 70

PLEASE DO NOT WRITE IN THIS AREA



905394

everyone in the club when I say we've all worked toward and come too far to have our project destroyed and our charities let down.

Though I have strong feeling for the way this is affecting our club, I'm sure many other clubs are also at major inconvenience. What about the Students-R-Vs club? They've spent their time raising money for the Senior trip. Where; I ask you, will the money come from now? Has our principal also decided to cut the trip this year? Recently the Drama club has been working hard planning and fundraising for a trip to Hollywood. Now, a trip like this will not be possible seeing that the money raised will fund the school soccer field. In contrast, money usually raised by school clubs for major school functions now must be funded some other way, possibly by the school itself.

I'm sure our principal is only trying to do what is best for the school, and that is why I know he'll consider our viewpoints.

There are other ways to go about solving the problem, ways that won't hurt the school or it's students. I believe it's extremely important we keep everyone's best interest on mind in this situation, considering all possibilities, making the most appropriate, beneficial decision.

Score Point: 5

Beginning with a novel strategy, this writer effectively develops a strong argument as to why other clubs should not be penalized for the soccer team's actions. The argument progresses logically from beginning to end providing a sense of unity and coherence to the paper. Syntactic variety, effective imagery (volcano erupting) and strong persuasive tone, reinforced by the use of rhetorical questions, all contribute to the development of ideas and fluency of the response.

01 0001-00225

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905394

**LANGUAGE ARTS LITERACY – PA  
WRITING TASK**

Dear Editor:

I am an eighth grader in our school. I am writing to you now in relation to the principal's announcement of all of the money made this year going toward the soccer program. This is a bad choice because not all of the people that raised money this year helped destroy the soccer field; nevertheless, we must fix the field.

I was present at our great moment of triumph. I must say that the championship game against Clinton, was very exciting. At half time our team was down by three. Our team went back onto the field pumped, and I knew that they were all thinking, "Win this one for the Gipper." They played with their whole heart and won the game four to three. Everyone ran onto the field. Some started to rip it up and take pieces of the field and goals. Must it be because of these few souls that all of us must suffer?

Many clubs and groups in our school have worked very hard to collect their funds. The chess club sold candy around the neighborhood to gain more chess boards. This took a lot of courage on their part

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914223

because they are all very shy. Compared to the rest of the clubs, the chess club's members are like scared puppies coming home for the first time. The baseball team has sold tupperware throughout this county to raise money for new uniforms. How can we let the baseball team go onto the field in the old rags for something that the soccer team did?

In addition to those two clubs, the band, chorus, and selective ensemble has raised money. Most of these students weren't even at the championship game. They have sold Shop-Rite and A&P dollars for months just to get new uniforms. Taking this money from them is preposterous!

I didn't write to you just so I could complain about the principal's announcement though. Why don't we have the soccer team and the fans that were there raise the money, therefore, we won't rip off the other clubs. We can get the principal to call all of us that were there to the all-purpose-room. There, he would give us options of fund raisers. I am sure that most of us will help out, and we will try to make enough money.

My cousin Brian's school had this exact problem two years ago. Their field was utterly destroyed. They solved this conundrum by having the people that were

at the game and the soccer team have numerous fund raisers. "If we don't have enough money," the principal threatened, "we will cancel soccer season next year." This was a great tactic, and they received enough money to fix the field and buy new uniforms.

This situation is also like when my grandfather was in France in World War Two. Late in the war, after we captured Paris, he was positioned there and was attacked. Their resources were destroyed, and they requested more from the army but none was sent. They had to venture outside of the fortified city to go hunting for wild animals and birds. Once, they got attacked while out hunting, and the men out hunting ran around the back of the Germans; therefore, they had them in a pincer attack. Because the supplies had been destroyed, it turned out for the better. I am confident that our situation will also.

In conclusion, taking the money from all of the clubs would be horrible. Those of us that are on the soccer team or at the game should raise the money. Making everyone do the work is like being the poor children in foreign countries that

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914223

must work in sweatshops. I don't want everybody to suffer because of one single night.

Sincerely,

P.S. IF you and/or the principal want some insite on this problem in other schools, Brian's number is \_\_\_\_\_ Give him a call if you like.

**Score Point: 5**

This well-organized response elaborates on the key ideas with appropriate, specific detail. The attempted analogy with the Grandfather's situation in World War II, however, is not clearly explained and, as a result, is not entirely successful as compositional risk. Through the use of syntactic variety and good word choices, the writer demonstrates a strong, if not superior, command of language.

LANGUAGE ARTS LITERACY - PA  
WRITING TAS

Dear editor;

As a member of the school's soccer team, I would like to take the time to write to you about what I think about the principal's decision that created such a predicament in our school. The principal made a rash decision when he said that the money raised by all the school clubs will go to repairing and replacing the school's soccer field and equipment. In this letter I would like to express the concern for the rest of the school that I and my fellow teammates share.

As everyone knows me and my teammates made an awful decision when we were overwhelmed with excitement, and ruined both the soccer field and soccer equipment; not just for us, but for the whole school. When we won the game, all the players and coaches at the game became very emotional, and cut up the soccer nets and destroyed the field, just so we could take them home as a souvenirs of the

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914225

championship game, we all want to say sorry to everyone for our actions.

At the game, not just soccer nets and the field was destroyed, but there were many other pieces of equipment that were ruined and now need to be replaced. Soccer balls (two of them) were stolen from the team so kids could keep them as a reminder of that glorious game. One huge jug of water was knocked over and destroyed, leaving the field soaked and muddy after being struck with fifteen gallons of Gatorade.

One of our own soccer benches was trampled and stepped on a myriad number of times. Half of the team-owned sweatshirts were stolen and never brought back, and some uniforms have also been stolen.

Unfortunately, all of these items added together totals just above \$1,000. There is no way that the soccer team could raise this much money! One soccer ball costs twenty-two dollars!

A soccer net will be \$150 just by itself! A water jug, as big as our old one, will cost somewhere around fifty dollars, and the team uniforms cost eighty dollars each!

As you now know, replacing all this equipment is going to cost a lot of money. Even though it will take a lot of time and effort to raise this much money, I think that the whole team should take responsibility for their actions and pay for the equipment themselves. This means that the money raised by other clubs should be kept and used only by that club! We all have to put our heads together. I remember my aunt Jackie saying that "There is no 'I' in team."

In my family, I have been put in similar situations. Whenever I brake something of my sisters, or vice-versa, I have to pay for what I have done. This team is just like one-big-family, we play together, have fun together, and now we will work together. We will even have to cancel the next soccer season if we

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914225

don't have the money raised in time, I have to learn to take responsibility; besides, it will only help me in the long-run.

Since we have done something to make everyone suffer, there should be a punishment. Even if it means that we can't play on the team next year, I will be more than happy to accept it. I will do anything to make the school and my family proud of me. If we do have a punishment issued, it will only be what we deserved; therefore, we have to look at this as a learning experience.

Overall, I think that what we did was wrong, and that we should pay for what we did, even if it means walking the dog for a dime; at least we will earn the money from hard work and labor.

As I learned from the wise Ben Franklin, "A penny saved is a penny earned."

Sincerely,

Score Point: 6

By adopting the strategy of writing as a member of the soccer team, this writer takes a successful compositional risk, which is carried through the response from beginning to end. Tightly focused on the idea of accepting responsibility for one's actions, this response develops a strong argument supported by explicit and sometimes vivid detail, (in particular the description of the destruction of the soccer field), in favor of the soccer team making restitution and accepting punishment. The response is well-organized and there are no lapses in the logical progression of ideas, making it read as a unified, coherent whole.

**LANGUAGE ARTS LITERACY –  
WRITING T.**

Dear Editor,

My name is \_\_\_\_\_ I am currently  
in eighth grade, and I am writing to you  
about the principal's decision to  
make the school clubs pay for the  
damage done to the Soccer Field. When  
I heard of his decision, I felt like I  
had been stabbed in the stomach. I think  
the principal's decision was made under  
pressure and was completely irrational.

I can see some logic in the  
principal's decision, but I think he should  
reconsider it. The school clubs are not  
responsible for the destruction of the soccer  
field. They might be able to forfeit  
some of their money, but certainly not  
all of it. There are other ways to  
raise money for the damage. Just because  
one of the students that is in a  
school club damaged the field doesn't  
mean that the club should lose  
all of its money. What if the club  
doesn't have anyone in it that damaged  
the field? The principal's decision would  
make them suffer for something they  
didn't do. I think this is wrong and  
unjustified.

At my dad's school, he is a



Principal too, they had something similar happen: their girls field hockey team won the states. This was the first time in school history a school team had gone to, nevermind won, a state tournament. The student body went berserk! They even brought home pieces of the goal itself as souvenirs. Since there were so many people who did it, it was impossible to punish them all. My dad needed to decide how to pay for it, just like our principal does. He decided to take only a small portion of the money from school clubs. He decided to have fund raisers. First, he organized a talent show with a five dollar admission. He put up posters all over the county advertising it. He made sure that the posters stated that it was meant to raise money to repair school property. The talent show was a complete success raising over 500 dollars! Unfortunately, it was not enough to pay for the repairs. He then came up with another ingenious idea; he decided to hold a dance competition. For this, he decided to have a dollar admission since he only needed 200 dollars more to cover the costs of repairs. The dance competition made another 330 dollars. Because of the money the dance competition raised, he didn't even need to take money from school

Clubs.

I think that our principal could do the same thing as my dad did and get similar results. The fund raisers make so much money and take little effort to organize. I think that the student body will be extremely enthusiastic about them. If the previously mentioned fund raisers don't raise enough money, then we could always hold another fund raiser. Either way, fund raisers are a fun way of raising the money needed for the repairs we need to make.

In conclusion, I would like to add that I think that together, the principal and the student body, can benefit from the fund raisers. We can all move forward in the wake of an enormous victory followed by a severe loss. I beseech the principal to reconsider.

Sincerely,

Score Point: 6

This thoroughly-developed, fluent response centers its argument around the premise that the principal has made the wrong decision. The pertinent comparison with the writer's father, who dealt with a similar situation in a different manner, is both vivid and effective, moving the argument forward to a logical conclusion. A strong concluding paragraph is enhanced by excellent word choices (move forward in the wake of an enormous victory followed by a severe loss). The idea that both the principal and the students will benefit adds to the sense of completeness of the response, demonstrating a superior command of written language.

14227

**LANGUAGE ARTS LITERACY – PA  
WRITING TAS**

Dear Editor,

This year, our school's soccer team won the state championship. After the game, the team ripped up parts of the soccer field and cut the goal nets to keep as souvenirs from the game. I was very disturbed by this behavior and I think that other students were also. I am writing to you to share my feelings on this problem with you and the rest of our school.

I still believe that the way my peers acted was a conundrum. I cannot believe that the team would destroy their own playing field! Their actions were immature and irresponsible. The entire school uses the field for gym class, and younger recreational teams also play on our field. When the team destroyed the field, they ruined it for everyone.

Principal Johnson was also very disturbed by the actions of the team. He was so disappointed in them! The principal, however, has made the team's faults have an even bigger impact on the school. All the money that every school club raises must be used to repair the field and to buy new equipment.

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914203

This punishment is extremely unfair. As a result, all our clubs won't be able to enjoy any educational field trips or activities. Many soccer players are not in any school clubs. This means that they will not have to repair their destruction.

I have a suggestion that I think everyone will agree with. I believe that the team should raise the money themselves to repair the damage. This allows the clubs to participate in their activities and trips. This also will make the team realize not to do this again! If they don't have to repair the damage, they will continue to destroy school property year after year.

My uncle coaches a soccer team also at his school. After beating their rivals, they also had the same problem. Their team ripped up the field and tore down the goal nets. However, at their school, the team had to pay for the damage they had made. The team organized bake sales, car washes, and a garage sale. Eventually, the team raised enough money to repair the damage, and they also realized that what they had done was wrong. My uncle's school has never had this type of problem again.

The way my classmates acted reminds me of the way John and Lorraine acted in The Pigman. In that book, John and Lorraine trashed Mr. Pignati's house while he was gone. Mr. Pignati had given them full responsibility in taking care of his house for him. He had trusted them to do this for him.

The same thing is true for our soccer team. We gave them the responsibility of taking care of the field. We trusted them to do this. Unfortunately, they broke our trust with them and destroyed the field. They said their actions were okay because they wanted souvenirs of the game! This is still not any good reason for their behavior. If they wanted a souvenir, they could have kept the ball or uniforms. They did not have to destroy school property!

I understand that that team was extremely happy after their victory. I was at the game, and I saw how hard they worked to win. Now nobody even appreciates their win. This was all a result of the team's immature, irresponsible, childish actions. A souvenir is not a good

PLEASE DO NOT WRITE IN THIS AREA



914203

Explanation for what they did. Just the memory of the team and winning the game together would have been good enough for me. I am sure that I am not alone on my thoughts.

Overall, I believe that many people will agree with me and my thoughts on this issue. The school should not have to suffer any consequences from the team's actions. Principal Johnson, I urge you to reconsider your decision. I hope you will have understood my reasons for not agreeing with your punishment. I know that you want what is best for the school and that you will be able to make the right decision.

Yours truly,

P.S. If anyone would like to discuss this issue with my uncle, he would be glad to talk to you. I am sure he will be able to help you make the right choice, Mr. Johnson.

You can reach him at:

123-4567 after 6:00.

Score point: 6

# OPEN-ENDED SCORING RUBRIC

For Reading, Listening, and Viewing

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Item: 11

Score: 0

Sample #: 1

**LANGUAGE ARTS LITERACY - PAR**  
**READING OPEN-ENDED**

01 0512-00054

11.

tuxedo bandits who have stolen  
thousands of dollars and countless  
days from me in the course of  
six years at sea.

7.

00132-12

Item: 11

Score: 0

Sample #: 2

LANGUAGE ARTS LITERACY - PA

READING OPEN-ENDED

01 0517 00824

11. Stress on the job would be referring to when one of the pirates gets mentally abused by the ship captain (main parable). When the man gets hit and his mother sees it and goes to kill the ship captain for hurting her son.

16.

02091-12

Item: 11

Score: 0

Sample #: 3

**LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED**

42800-00824

11. • One example of stress that the author describes is wondering if you're going to get attached. I think that's very stressful.

• It may make him have heart attacks or simply just make him very unhappy.

17.

02091-12

Item: 11

Score: 1

Sample #: 1

## LANGUAGE ARTS LITERACY - PA

## READING OPEN-ENDED RESPONSE

11. One example of the author's stress about his job is seeing posters with the enemy on it. This stress spill over his personal life because every time he goes on board he will probably picture himself in the water with all the gear and protection he need, but still a killer whale is coming after him.

8.

00132-12

Item: 11

Score: 1

Sample #: 2

LANGUAGE ARTS LITERACY - PAF

READING OPEN-ENDED RESPONSE

01 0510-00914

11. One example of stress on the job is the fact that all of his fish get eaten. This stress of problem will effect him because he will lose money.

2.

02790-12

Item: 11

Score: 1

Sample #: 3

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

52500-0150 10 01 0510-00425

11. one example of stress while the author, son the job is get all of their fish eaten by killer whales. The stress from his job spills into his marriage in the form of annoying his wife and not getting loans.

18.

02790-10

Item: 11

Score: 2

Sample #: 1

LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED

11. One example of stress on the job that is given by the author is the no feeding whales policy. You see its stressful everytime a whale comes while they are hauling gear on board the whale eat it. Or they can drop the gear back into the water and wait for the whale to leave the area.

This stress goes in his personal life because if the pot stays there the fisherman can't catch anything and he won't get paid for bringing in anything. Plus, the whales trying to get away from the whales as you can fish somewhere else is hard means you began to get mad or aggravated.

4

00152-12

Item: 11

Score: 2

Sample #: 2

## LANGUAGE ARTS LITERACY - PAR

## READING OPEN-ENDED RESPONSE

11. One example of stress on the job to the author is how much he despises killer whales. How the killer whales eat all of his fish, eat his bait, and destroy his line. He almost has a phobia of killer whales now. Whenever he saw somebody he thought who liked killer whales he would start complaining and putting down the whales. At least now, at the end of the story he was learning how to keep his mouth shut when he saw something ~~the~~ good about killer whales. Before that he ~~to~~ almost destroying his marriage.

28.

02512-12

Item: 11

Score: 2

Sample #: 3

**LANGUAGE ARTS LITERACY - PART 1**  
**READING OPEN-ENDED**

11/1/10 11:11:11

11. One example of stress on the job that the author describes is how the whales just follow him around and take all of the bait off the gear and he doesn't get any fish when he pulls it up. I could see how that's stressful because he's spending all that money on bait and gear while the whales are just eating it all and ruining the gear. That's money that comes out of his pocket and he can't see profit when he's not out of any fish. It spills into his personal life because now it affects his wife and kids and things like he doesn't have money how does he support his family and how does he pay for loans to his car and pay bills and for food.

16

02115-1a

Item: 11

Score: 3

Sample #: 1

**LANGUAGE ARTS LITERACY - PAR**  
**READING OPEN-ENDED**

01 0527-003918

11. One example of stress on the job that the author describes is that when the whales strike, they eat almost all of the fish off of the line. That makes the expenses stay the same but the product and profit are gone. Most of the whales food is closer to the surface, while the food they try to catch is lower down, so it doesn't cause a problem. Then when they bring the line back up, the whale eats the food that they had caught. That puts a lot of stress on the job.

This job stress spills over into his personal life by the fact that his wife believes that whales are cute, cuddly creatures, even though the whales are the ones eating all of the caught food. The whales are always the innocent ones. That makes the person in the job, stressed that the other family member doesn't understand that the whales are the bad ones, or the "Pirates in Tuxedos".

23.

3

D2857-12

LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED

11. As we all can understand, the author is not very fond of the killer whale. His view ~~to~~ on killer whales was formed by all the stress ~~to~~ he experiences in his work. One example of stress on the job that author describes is when they are out fishing. He says that the whales' prey is found within 20 fathoms of the surface, and they rarely dive deeper than 100 ~~fathoms~~ fathoms. The fish that the author catches live in depths of 250 to 450 fathoms. After the drop the line, <sup>which can be</sup> up to 4 miles long, the whales eat about every fish off the line. This makes the author's expense stay the, but their product, the fish, and their profit is diminished. This job stress spills over to his personal life, by forcing him to possess a hatred towards whales. Therefore, whenever he say anything dealing with a whale in his personal life, he goes about giving his unpopular opinion about them. This opinion has caused some trouble in his life. They have been ~~rejects~~ rejected loans, and his wife is getting frustrated. The stress he faces in his job, is what has caused a stir in his personal life.

2.

3  
00152-1a

**LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED**

11. Some jobs can be a lot more stressful than other jobs. One stress that the author describes is when the whales eat all of their "profits." When the fisherman leave a line out with bait (bits of squid) and have many fish on the line, a whale will come and eat all the fish. This is stressful to him because he goes through all the trouble of setting up all his equipment and baiting the hooks for, literally, nothing. He spends money on this equipment and bait, but he can't make that money back since the whales eat their fish. This job stress spills over into his personal life because whenever he sees killer whales being portrayed as friendly animals he gets angry. He then gives people lectures about how bad killer whales are. His wife then gets embarrassed and angry that he makes a big scene over the subject. She cringes whenever she sees a poster, shirt, toy, ect. of a killer whale because she knows he will start complaining.

GEPA Language Arts

Item: 11

Score: 4

A “4” response would identify a source of stress (e.g., the pressures of the author’s job in the fishing industry) and offer a specific, detailed explanation, anchored with information from the text, for that stress in the author’s life. In addition, a “4” response would recognize that both the author’s economic and domestic situations impose competing stresses that become a “Catch-22” for him and provide information from the text to support an explanation of the second source of stress. Finally, a “4” response would move the discussion to a higher level of abstraction, offering insights not stated by the author but anchored in the text. These insights might focus on the interaction of stress or on the competing worlds of work and home life.

**LANGUAGE ARTS LITERACY - PA**  
**READING OPEN-ENDI**

Item: 12

Score: 0

Sample #: 1

12. He would've told her he was sorry for not listening to her. The reason why he would say that is because he knew he should've listen to his wife. But he didnt, and that's wrong.

3.

PLEASE DO NOT WRITE IN THIS AREA



317341

**LANGUAGE ARTS LITERACY - PAI**  
**READING OPEN-ENDE**

Item: 12

Score: 0

Sample #: 2

12. I'm glad that you agree with  
my thoughts about tuxedo bandits.  
Because he would want to tell  
her more about them.

6.

5

PLEASE DO NOT WRITE IN THIS AREA



316170

Item: 12  
 Score: 0  
 Sample #: 3

**LANGUAGE ARTS LITERACY - PAF**  
**READING OPEN-ENDEI**

12. He would talk about whales. How he loves them and hunts them. By never even catches one, this is his favorite thing on earth today.

He would say this due to many reasons,  
 First he loves to hunt and try to catch whales.  
 Second it's the only thing he knows about.  
 In conclusion I am glad he knows about whales.

11.

PLEASE DO NOT WRITE IN THIS AREA



308751

Item: 12

Score: 1

Sample #: 1

**LANGUAGE ARTS LITERACY - PAI  
READING OPEN-ENDE**

12. He probably tell her the same story he just told us so that she can understand why he doesn't like whales and to get her to realize they aren't so great.

10.

PLEASE DO NOT WRITE IN THIS AREA



305616

Item: 12

Score: 1

Sample #: 2

LANGUAGE ARTS LITERACY - P  
READING OPEN-END

12.

if he were to say something to the receptionist, he would probably get her upset. He would rant and rave about his feelings on what a nuisance they are. Not only would he embarrass his wife, but the receptionist too.

9.

PLEASE DO NOT WRITE IN THIS AREA



305847

Item: 12

Score: 1

Sample #: 3

**LANGUAGE ARTS LITERACY - PA  
READING OPEN-ENDI**

12. He might say that the tuxedo bandits are bad. Then he might ask her "How could you wear that shirt." Those whales are very unlucky. He might say this because he doesn't like the way that they ruin his business. They eat all of fish that the fishermen catch.

15.

PLEASE DO NOT WRITE IN THIS AREA



306558

02790-12

Item: 12

Score: 2

Sample #: 1

LANGUAGE ARTS LITERACY - P  
READING OPEN-ENC

12. What he might say to the receptionist is that killer whales aren't very cuddly & cute as one would expect. He would say this because he thinks that Orcas are the devil. They always ruin his catch for the day and they are the reason why the pop. of sea lions are decreasing.

19.

PLEASE DO NOT WRITE IN THIS AREA



306329

**LANGUAGE ARTS LITERACY - PAI  
READING OPEN-ENDED**

Item: 12

Score: 2

Sample #: 2

12. If the author were to have spoken to the receptionist about his true feelings he would probably tell her about how he hates killer whales because they cause him to lose business. He would probably tell her a long story about his problems with them, and how he wishes more would be locked up.

He would say all of this because he hates these killer whales with a passion. They cause him to lose business, which causes him to have stress, which causes stress on his marriage. This is probably why the author would say all of that to the receptionist at the veterinarian's office.

23.

PLEASE DO NOT WRITE IN THIS AREA



304309

**LANGUAGE ARTS LITERACY - PAF**  
**READING OPEN-ENDED**

Item: 12  
 Score: 2  
 Sample #: 3

12. I find this question very interesting. I was able to come up with an idea of what he might say to the lady. It goes like this.

"Mam, I knowised you were wearing a smock. Festerling killer whales." I think this is wrong. Firstly do you even know the extent of killer whales. Well, I'm not going to get into it but all I'll say is that they are evil. Now just think you are wearing the image of a monster that destroys so many lives in a hospital that saves lives. Talk about hipocritical."

I feel he would say this for two reasons. First, he is obsessed with how much he dis likes killer whales. Some thing like this would just set him off. That is why he would say some of the drastic things I listed above.

Second, I feel he would say this to show his wife his point. By doing this perhaps his wife may understand his point of view.

24.

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304316

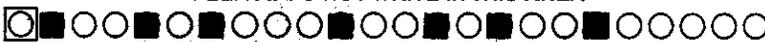
**LANGUAGE ARTS LITERACY - PA**  
**READING OPEN-ENDE**

Item: 12  
 Score: 3  
 Sample #: 1

12. Well if the author were to say something to the receptionist, he may have described his true feeling towards the whales. He would again describe his unpopular opinion about them. ~~He~~ The author would tell her that they were evil, and explain the stress in his life caused by them. He may even use some of his sentences that are written in this passage. He may say, "The truth is, killer whales are not cute. They are voracious killers of sea mammals..." He would say his true feelings because that is what he believes in. He believes people form thoughts about whales that are untrue. He thinks people have been misled about whales through movies and other things that publicize or support ~~the~~ killer whales. ~~He~~ I think he wants to tell what he believes is the truth about them... He has a right to express his feelings, even if it may be untrue. An opinion is an opinion, and that's it.

1.

PLEASE DO NOT WRITE IN THIS AREA



304210

GEPA Language Arts

Item: 12

Score: 4

A “4” response would recognize that the author’s comments would be tempered by his newfound sensitivity to his wife’s feelings. Therefore, any statements attributed to the author would acknowledge the two distinct contexts (e.g., that of the fishing industry and the general public) and recognize the opposing (the general public’s) viewpoint without rancor or drama. The statements might attempt to demonstrate that the author himself has different views of Orcas, depending on the context in which he is thinking about them. A “4” response would explain the reasons for this approach, providing a summary of pertinent information from the text but also offering explanatory insights – not stated by the author but anchored in the text – about human nature.

Item: 23

Score: 0

Sample #: 1

LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED

11. your older brother and your sister  
and story this is brother a be le  
a be thinks it is more import  
ant to get help for Mrs Santal  
from riding bicycles frustrating

middle support and your point  
a solution or with is details and  
your distressed when he realiz  
es the fox some distance away  
four fox cub there rough wet and  
miserable and and on them  
at turned toward Ken and seen  
a pleased prote one stone  
wished that could stay around make

PLEASE DO NOT WRITE IN THIS AREA



000a0000a00ammoom000000

160272

Item: 23

Score\*: 0

Sample #: 2

LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDEC

01 2 3 4 5 6 7 8 9 10 11 12

11. The Bay is a good friend to the Foxes  
 the more you see the Bay what happens  
 The Foxes found the Fair little fox what  
 so good when Ken & Leathen and Tell then  
 that a last this is what he seed to  
 then there are many other people in the  
 world he seed at last then there were  
 some good friend I wish that I could  
 have been the Bay & all then life what  
 bay was in the middle made the trail hard  
 to locate and even when he found it Ken  
 troubles were far from over. A brook had  
 over flowed it both end several times  
 Ken sank up to his thigh in swirling water  
 you see that, that part is a good  
 part tell me that is it not a good trail  
 the Fair little foxes. If could hold  
 them my s.d by you will see if I am  
 to saying I love good friends

PLEASE DO NOT WRITE IN THIS AREA



160275

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED RESPONSE

11. Middle school students say they want to leave their trials and don't want to have memories behind. He moved anyway.

01 1533-01418

01

PLEASE DO NOT WRITE IN THIS AREA



153139

SECURE MATERIALS - DO NOT

Item: 23

Score: 1

Sample #: 2

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED RESPONSE

21. Maybe he doesn't want to leave his friends or if he is in the eight grade he wants to be with his friends.

01 153257-013337

22

PLEASE DO NOT WRITE IN THIS AREA



153257

LANGUAGE ARTS LITERACY - PART 1

READING OPEN-ENDED RESPONSE

11. Being picked on because you're new,  
no friends or different settings around you.

Ken sees that moving isn't so bad. You can  
get adjusted to it, make new friends and  
see different things.

01 15333-01502

23

PLEASE DO NOT WRITE IN THIS AREA



153334

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

11. Ken is sad because he loves the place where he lives. He also has many friends. Ken saw how the Fox family found a new home, and he decided that Boston might not be so bad.

01 1575-00240

9

PLEASE DO NOT WRITE IN THIS AREA



154420

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED RESPONSE

11. A middle-school student might not want to move because he would be away from friends that he's known for a long time. He would also have to adjust to completely new surroundings instead of living in a place where he's comfortable. In the story, Ken realizes that he will be able to make friends and adjust to a new home just like the Santels and the Foxes did. This reduces his fear of moving.

1574-00250

01

19

PLEASE DO NOT WRITE IN THIS AREA



1574-190

SECURE MATERIALS - DO NOT

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

11. A middle-school student may not want to move to a different location. This is because they may have many friends, and it is difficult to make friends when you are new in town. In your old home, there may have been a place where you liked to go when you are down, like a pond for example. The place where you like to go will not be there in your new home.

Ken is able to resolve this problem. He does so by going on a bicycle ride and having an experience with nature. Ken helps these foxes that were in danger. After Ken helped these foxes, he felt good about staying in Boston.

20

01 1575-00214

PLEASE DO NOT WRITE IN THIS AREA



1575-00214

LANGUAGE ARTS LITERACY - PA

READING OPEN-ENDED RESPONSE

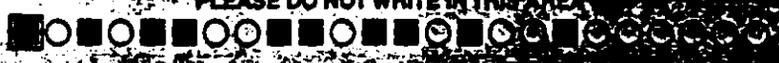
01 15715-00283

11. Ken may not want to move because he will be leaving his friends. Since Ken, a middle-school student, has grown attached to friends he has and the people around him, he may not want to leave it all and move to another location. Ken might also be concerned that the students in his school will not accept him. Ken doesn't want to be the "new student" whom others may make fun of.

Ken is able to accept the move to Boston after he encounters other beings' ways of accepting change. He first met the Santels who had moved to Wellesboro, his town, and enjoy their new location. Ken also found the fox cult who dealt with change frequently. The cult had to get moved by their mother to a safer environment, and Ken realizes that he can also deal with the move.

11

PLEASE DO NOT WRITE IN THIS AREA



15715-00283

SECURE MATERIALS - DO NOT CC

LANGUAGE ARTS LITERACY - PART 1  
READING OPEN-ENDED RESPONSE

01 1533-01283

11. A middle-school <sup>student</sup> might not want to move because of friends in school, and because of the surrounding familiar environment. Being a middle-school student myself, I didn't want to move to New Jersey when I lived in Kentucky. I wanted to have the same friends to attend high school, and possibly college with. I knew that making new friends, and losing my close friends would be very hard. I, like Ken, knew that leaving best friends would be difficult.

I also didn't want to move because I would be losing my favorite lakes, mountains, and wildlife. I knew that New Jersey had few of these. I think Ken felt the same about Massachusetts.

Ken was able to resolve this problem, when he realized that he couldn't leave his family, and that good people are everywhere. He realized the importance of his family when he saw how close the Santels and the Foxes were, and knew that he was just as close to his family.



Item: 23

Score: 3

Sample #: 3

LANGUAGE ARTS LITERACY - PAI  
READING OPEN-ENDE

01 1577-00214

11. A middle-school student such as Ken, would not want to move for many reasons. It seemed as though Ken had many friends whom he cared for. Also, it is hard to give up or move away from friends, because these are people who really love and understand you. Another reason why he might not want to go is fear. Fear of not fitting in, fear of new school, fear of new state, are just a few. Perhaps Ken is scared of things like that, even though he does not come right out and say it.

Ken is able to resolve this problem when he realizes that Maria went through almost the same thing as he did. By seeing her happy in her new home touched him, because if Maria could do it, he could too. Second, another way he resolved this was in his journey in rain, because it made him think clearer through the time.

7

PLEASE DO NOT WRITE IN THIS AREA



154422

## LANGUAGE ARTS LITERACY - PAI

## READING OPEN-ENDED RESPONSE

11. There are several reasons why change is difficult. People, in general, are so used to their surroundings that they are afraid that change is bad. This is the case among several school children all across the country.

I believe that Ken is distressed with the idea because he is afraid of change. Ken loves Willsboro, and is afraid to leave, because he does not know what the future holds for him.

One reason that Ken doesn't want to leave is because he has too many friends in Willsboro to leave behind.

Another reason is that Ken has adapted to his surroundings and does not want to leave.

Ken was able to resolve this problem by just going on a simple bike ride. During this ride he encountered two things that made him change his mind. The first thing was Maria Santel and her mom. Maria was new and still adapting to her new community, but she was having a great time in Willsboro. The second, slightly more inspirational incident happened when Ken found the fox cubs and moved them to a new home.

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154428

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED

01 1533-01270 01270

11. In the story, Ken has a hard time adjusting to the idea his family is moving. Moving is hard on everyone, especially a middle-school student. One reason teens find it hard to move is they are not used to change. Adults are kind of accustomed to change because they have already gone through a lot but middle-school students are unprepared for it. Another reason middle-school students find it hard to move is because they know they will miss their friends and are afraid they won't be able to make any new friends in their new town. The middle-school age is usually the time in a person's life when they have the lowest self-esteem and are the most self-conscious. They are also very critical of others. They may feel they are in a good place socially and do not want to have to make new friends all over again. In the story, this was true for Ken. He did not want to move far away from his friends and cousins.

Ken resolved his problem after talking to an exchange student named Maria and watching foxes find a new home. He realized that if Maria and the foxes could adjust to moving, so could he. He realized it was difficult, but he would get through it.

4 (21)

PLEASE DO NOT WRITE IN THIS AREA



153340

Item: 23

Score: 4

Sample #: 3

**LANGUAGE ARTS LITERACY - PAF  
READING OPEN-ENDED**

11. Moving can be difficult time for anyone, but it can be particularly stressful on a middle-schooler. This is because of the nature of middle school kids.

First, leaving ones home, something a person has become accustomed to, for something different is quite a leap. Friends are very important to adolescents at this age. A middle-schooler is rarely seen on leaving a home where they have many friends for a new home where they have none. Moving from one familiar place to another less familiar place is similar to the changes the adolescents must go through. Adolescents are leaving there old life as a child and entering a new one as an adult. The stress involved with this metamorphosis parallels that of moving for in both cases the adolescent must leave a familiar sanctuary for one that is not. These changes, however, are part of becoming an adult.

Ken is able to resolve his problem by realizing his inner strength and seeing the similar struggle being conquered by others. He realizes his inner strength by his courageous actions in the storms fury. When he realized that both the Sartels and the foxes had moved and that he had helped both do so, his inner strength gave him the resolve he need to make the move.

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156424

LANGUAGE ARTS LITERACY - PART  
READING OPEN-ENDED R

Item: 24  
Score: 0  
Sample #: 1

12. *was it hard for you to move  
and leave every thing behind  
including the forest.*

01 15553-01354

4

Item: 24

Score: 0

Sample #: 2

**LANGUAGE ARTS LITERACY - PA  
READING OPEN-ENDE**

12. He himself ran the rest of the way home, stopped only long enough to change out of his wet clothes, and then left with his father and brother to help clear the road.

01 15533-01245

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED RESPONSE

12. I would ask why do we have to move?  
 Can't you find a different job? What about  
 mom's job? she has to work too. It wouldn't  
 change my mind I grew up here & that's where  
 I would be until I'm off to college.

01 1553-0130

3

LANGUAGE ARTS LITERACY - PAF

READING OPEN-ENDED RESPONSE

01 1555-01515

12. The questions I would ask would be why do we have to move? Will there be any kids around? Will I be able to visit my old friends?

If the answers were all good, I wouldn't mind moving but, if one had an answer I didn't like I would have a definite problem with moving.

5

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

01 1553-01334

12. I would ask if there are a lot of kids there my age. I would also ask if we had a house with a big yard and good schools. If there were kids my age there that I could become friends with and when you have friends you can get through stuff together.

Item: 24

Score: 2

Sample #: 1

LANGUAGE ARTS LITERACY - PAR  
READING OPEN-ENDED

01 1574-00212

12. If I were Ken and I had to move in the middle of the school year I would be scared just like him. I might ask my mother if there were many children my age in Boston. I might ask what is there in Boston for someone my age to do. I would mainly focus on questions that would be on the topic of children my age.

If my mother told me that there are even more students my age in Boston, then there are here, that would calm me down. If she could also name many areas where people my age spend time, such as a basketball court or the movie theaters, then that would also calm my nerves very much. As long as my mother could something that sounds like fun, I think I wouldn't worry so much about moving.

2

24

SECURE MATERIALS - DO NOT

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

08-100-4151 20

12. IF I were Ken, I would have a lot of questions for my father, such as: 'When are we moving?' 'Will I be held back in school?' or 'Can I come back for visits?' I think these would be mature and responsible questions. If I were able to remain for the end of the school year and I could come back over Spring and Christmas break I would be more understanding and accepting. Also, if I were ~~not~~ held back a year, I wouldn't mind as much IF I had to repeat a grade in school, I would be much more angry than if I were to remain in my grade.

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED RESPONSE

01 1574-0014

12. If I was to move what questions would I ask?  
 I would ask what is like at Boston? Where exactly  
 are we going? Is it a small neighborhood, or is it large? Is there  
 anyone close to my age there? Is there places I could ride  
 my bike? These answers could change my mind. If there were  
 teenagers about my age then there would be someone to talk to,  
 ride my bike with. Since ten liked to ride his bike, and there  
 we places for him to do that, that could change his mind  
 also.

Item: 24

Score: 3

Sample #: 1

LANGUAGE ARTS LITERACY - PART 1

READING OPEN-ENDED

01 1553-01245

12. I would ask if there were any children my age around in the new neighborhood, because Ken was upset about leaving old friends and having to make new ones. If Mr. Bowles answered yes, I might not feel so insecure about making friends. I would also ask about any mountains or wild life in the area. Ken loved the wildlife and mountains and greeness and didn't want to live in a new place without it. If we were going to live in the suburbs, I probably would feel stronger about not wanting to go, but, if we were to move to the mountainside, I might be a little more enthusiastic because I would still be in nature.

16

LANGUAGE ARTS LITERACY - PAR

READING OPEN-ENDED RESPONSE

01 15533-0112F

12. If I was Ken some questions I would ask about the move would be when are moving? Do we have to move? Where in Boston are we moving? Is the new house big? Are there a lot of kids there? Can we come back to where we live and visit everyone? What kind of school would I go to? Those are some questions I would ask if I was Ken.

The answer might change my mind because it might seem better in Boston. Even though I would miss my friends like Max's mom said there are many people in the world, I could meet all new friends. I would see that my dad was only doing what he has to do to support his family since the rest of my family could adjust to the move I would also adjust to it.

LANGUAGE ARTS LITERACY - PART 1

READING OPEN-ENDED RESPONSE

01 15 17-00224 20

12. If I were Ken, I would ask my father, Mr. Rowles, the reason for our move. The answer to this is a job transfer. This would change my mind drastically because I would think more about the welfare of my family, not just me. If our family did not move, then Mr. Rowles would be unemployed, and our family would have no income.

Another question that I would ask my father is the moving of pets. I love my pets very much, and leaving them to somebody would be unacceptable. If my pets were not able to move with me, I would not move.

The location of Boston would also affect me. I would question my father about the part of Boston we were moving to, whether it is in a urban or suburban area. Since I am very concerned about safety, I would be more careful in a very densely populated area of Boston. Perhaps even before I move, taking self-defense lessons would be an option.

LANGUAGE ARTS LITERACY - PART

READING OPEN-ENDED

1553-01330  
01

12. IF I were Ken, some questions I would ask my father about our move to Boston would be:

① Are there lots of parks and zoos around?

② What school am I going to?

③ Are there kids my age in the neighborhood?

④ Are there lots of bike paths?

If there are park, zoos, bike paths, and kids my age around, I would begin to see the similarities to Virginia. It would be different in Boston, but there would still be fun things I could do that would remind me of Virginia. I could see animals in parks and zoos, kids in the neighborhood, and continue to bike. I think my father would appreciate me asking questions because it would show some sort of desire to learn about my new home. I would be showing an interest in moving. These questions would make me feel more comfortable with the move and would show me some positive sides to it!

6

Item: 24

LANGUAGE ARTS LITERACY - PA Score: 4

READING OPEN-ENDE Sample #: 2

12. If I were Ken, I would ask some questions about Boston to figure out if I would like it there. Maybe if I knew a little about Boston, I wouldn't mind living there.

I would ask if there were places to go cycling in Boston if I were Ken. Ken liked riding his bike and was an experienced cyclist. If Ken had something to do, like cycling, in Boston, he could keep his mind off wanting to go back to Willsboro, and could gradually adjust to Boston. Ken could also meet some new friends while he was cycling, which could help him get attached to Boston.

I would also ask my father if the family could go back to Willsboro sometimes so we could visit. Maybe we could celebrate the holidays in Willsboro with my cousins and family. Ken could go back during the summer too. If Ken visited, he wouldn't miss Willsboro too much, and would be able to see his cousins and friends.

If I were Ken, and knew about Boston and knew that I could visit, I wouldn't mind moving as much as before. It would be easier to make new friends and adjust.

## REVISING/EDITING SCORING GUIDE

Score Point Scale	0	1	2	3	4
<b>Content/Organization</b> <ul style="list-style-type: none"> <li>• central focus</li> <li>• relevant supporting details</li> <li>• use of transitions and other devices to ensure cohesiveness</li> </ul>	no attention to opening or closing; no focus; no organization of ideas	minimal attention to opening or closing; some details but no elaboration; no transitions; unable to focus	limited attention to opening and/or closing; progression of ideas but flawed or uneven; may attempt to use transitions	general attention to opening and closing; sense of focus; some use of transitions, but uneven development may be overlooked	consistent attention to opening and closing; single, distinct focus; organization and elaboration of ideas; logical and cohesive use of transitions
<b>Sentence Construction</b> <ul style="list-style-type: none"> <li>• subordination/coordination</li> <li>• sentence fragments and run-on sentences</li> <li>• sentence combining</li> <li>• additional words to complete meaning</li> </ul>	incomplete/incorrect sentences	some sentence construction but marked by monotony and/or awkward syntax; no sense of rhetorical modes	some control of syntax; simple sentence structure, but little or no variety	control of syntax; eliminates excessive monotony; varied sentence structure	syntactic and rhetorical sophistication; subordination and coordination; avoids wordiness
<b>Usage</b> <ul style="list-style-type: none"> <li>• verbs (tense/agreement)</li> <li>• pronouns (number/agreement)</li> <li>• parallel structure</li> <li>• correct modifiers</li> </ul>	numerous and/or serious errors ignored; inability to apply rules	some errors corrected but generally inconsistent application of rules	inconsistent in correcting errors; knowledge of rules but inability to utilize them effectively or consistently	errors corrected, but some may be overlooked; general knowledge and application of rules	knowledge and application of rules, leaving few, if any, errors
<b>Mechanics</b> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> </ul>	numerous and serious errors are ignored; inability to apply rules	inability to apply rules; errors, but inconsistently corrected; may create some errors where none existed	knowledge of rules, but some inconsistency in application; patterns of errors remain	errors, though some may be overlooked; knowledge and application of rules	errors, leaving few, if any; knowledge and application of rules
<b>Word choice</b>	no attention to word choice	limited word choice	relies on familiar vocabulary	varied vocabulary with some use of rich words	consistent use of rich words and images to develop topic

## **Revise/Edit Scoring Rubric**

### **Score Point Zero:**

Makes an insufficient attempt to revise and edit, or makes an attempt but the result does not make any improvement to the original text (it may be of a similar quality to the original, or worse, due to the introduction of new errors).

### **Score Point One:**

Attends to surface features (may correct some errors in capitalization, spelling, punctuation, sentence formation, usage, word omissions, etc., but does not improve the clarity, meaning, and/or fluency of the original text).

### **Score Point Two:**

Shows a general sense of the need for both revising and editing to improve the original text. Corrects errors (as above) and also revises to improve the clarity, meaning, and/or fluency of at least some portions of the original text. The revision may be uneven (may introduce some new minor errors or may leave portions of the text unimproved). Despite some unevenness, the result will show a clear improvement of the original text.

### **Score Point Three:**

Shows a clear sense of the need for both revising and editing to improve the original text. Corrects errors (as above) and also revises to clarify meaning and/or improve the fluency of the original text. Although there may be some weaknesses in the revision, there is a sense of attention to the whole of the text, which improves its clarity, unity, and meaning. The strengths will clearly outweigh the weaknesses of the revision.

### **Score Point Four:**

Shows a clear sense of the need for both revising and editing to improve the original text. Corrects errors (as above) and also revises to clarify meaning and/or improve the fluency of the original text. There is a clear attention to the whole of the text, resulting in a strong improvement in clarity, unity, meaning, and purpose. There may be minor weaknesses in the revision, but these will be greatly outweighed by its overall strength and sophistication.

GUIDE

**LANGUAGE ARTS LITERACY – PART 2**  
**REVISE/EDIT**

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved, It could really help the school! One activity could be kids going around the town helping Senior <sup>Citizens</sup> ~~citizens~~ with yard work ~~or~~ raising money for different activity's. It could also help build the sport programs up, For example: My football team has about thirfty guys on it. We have a Varsiety team, barely a Junior Varsiety team. That doesn't make our program look to good. By doing this after-school participation thing, <sup>this really</sup> could give us the people we need, to help build this program up to were it should be. Also having these kids in after-school activity's, is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work, <sup>with</sup> ~~with~~ just a little ~~effort~~ <sup>EFFORT</sup> and a little hard work, We could do it.

Sincerely,

Rich Smallwood

-0-

GUIDE

# LANGUAGE ARTS LITERACY – PART 1

## REVISE/EDIT

PAGE 20

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping Senior Citizens with yard work. Or raising money for different activity's. It could also help build the sport programs up. For example: My football team has about thirtdy guys on it. We have a Varsity team, barely a Junior Varsity team. That doesn't make our program look to good. By doing this after-school participation thing, could give us the people we need, to help build this program up to were it should be. Also having these kids in after-school activity's, is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work. With just a little afford and a little hard work. We could do it.

Sincerely,

Rich Smallwood

- 0 -

**LANGUAGE ARTS LITERACY – PAR  
REVISE/EDIT**

Dear Editor:

I think this is a great idea. This is what more schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping senior citizen with yard work. Or raising money for different activities. It could also help build the sport programs up. For example my football team has about thirty guys on it. We have a varsity team barely a junior varsity team. That doesn't make our program look to good. By doing this after-school participation thing, could give us the people we need to help build this program up to were it should be. Also having these kids in after school activities is keeping them off the streets and out of trouble. So just look at all that success that could happen! I believe it could work with just a little afford and a little hard work; We could do it.

Sincerely,  
Rich Smallwood

PLEASE DO NOT WRITE IN THIS AREA



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GUIDE

LANGUAGE ARTS LITERACY – PART  
REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the <sup>students</sup> ~~(kids)~~ involved. It <sup>can</sup> ~~could~~ really help the school. <sup>Some</sup> ~~One~~ activity <sup>is can</sup> ~~could~~ be <sup>students</sup> ~~(kids)~~ going around the town helping Senior Citizens <sup>or</sup> ~~or~~ with yard work, <sup>or</sup> ~~or~~ raising money for different <sup>activities</sup> ~~(activity's)~~ <sup>They</sup> ~~it~~ could also help build the sport programs up. For example, <sup>My</sup> ~~My~~ <sup>OUR</sup> football team has about <sup>thirty</sup> ~~(thirty)~~ guys on it. We have a Varsity team, <sup>barley</sup> ~~barely~~ a Junior Varsity team. <sup>This</sup> ~~That~~ doesn't make our program look to good. By doing this after-school participation thing, <sup>can</sup> ~~could~~ give us the <sup>help</sup> ~~people~~ we need, to help build this program <sup>students</sup> ~~up to~~ were it should be. Also having these <sup>(kids)</sup> ~~(kids)~~ in after-school <sup>activities</sup> ~~(activity's)~~ is keeping them off the streets and out of trouble. So just look at all that success that <sup>can</sup> ~~could~~ happen. I believe it <sup>can</sup> ~~could~~ work.

With just a little afford and a little hard work. We could do it.

Sincerely,

Rich Smallwood

-0-

LANGUAGE ARTS LITERACY - PAI  
REVISE/EDIT

Dear  
Editor,

I think this is a great idea. This is what more schools should do. Getting all the students involved. It can really help the school. Some activities can be going around the town helping Senior citizens with yard work, or raising money for different activities. They could also help build the sport programs up. For example, our football team has about thirty guys on it. We have a Varsity team, back a Junior Varsity team. This doesn't make our program look good. By doing this after-school participation thing, can give us the help we need, to help build this program up were it should be. Also having these students in after-school activities is keeping them off the streets and out of trouble. So just look at all the success that could happen. I believe it can work. With just a little effort and a little hard

01 0001-0003

PLEASE DO NOT WRITE IN THIS AREA



878839

GUIDE

Item: Revise/Edit

Score: 0

Sample #: 3

WORK, We could do it.

Sincerely,  
Rich Smallwood

12001-1008

68c

**LANGUAGE ARTS LITERACY – PAR  
REVISE/EDIT**

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved ~~it~~ could really help the school. One activity could be kids going around the town helping Senior <sup>Citizens</sup> ~~Citizens~~ with yard work. Or raising money for different activity's. It could also help build the sports programs up. For example: My football team has about <sup>thirty</sup> ~~thirty~~ guys on it. We have a <sup>Varsity</sup> ~~Varsity~~ team, barely a Junior <sup>Varsity</sup> ~~Varsity~~ team. That doesn't make our program look to ~~good~~. By doing this after-school participation thing, could give us <sup>What</sup> ~~the~~ people we need, to help build this program up to were it should be. Also having these kids in after-school activity's, is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work, ~~with~~ just a little afford and a little hard work. We <sup>can</sup> ~~could~~ do it.

Sincerely,

Rich Smallwood

- | -

147A

**LANGUAGE ARTS LITERACY – PART  
REVISE/EDIT**

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved could really help the school.

One activity could be kids going around the town helping Senior Citizens with yard work, or raising money for different activity's. It could also help build the Sports programs up. For example: My football team has about thirty guys on it. We have a varsity team, barely a Junior Varsity team. That doesn't make our program look too good.

By doing this after-school participation thing, could give us what we need, to help build this program up to were it should be. Also having these kids in after-school activity's is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work, with just a little afford and a little hard work. We can do it.

01 0001 00187

PLEASE DO NOT WRITE IN THIS AREA



906126

LANGUAGE ARTS LITERACY – PAF  
REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. <sup>Other schools should start</sup> ~~This is what more schools should~~  
<sup>a program like ours.</sup> ~~de. (Getting all the kids involved).~~ <sup>↑</sup> It could really help <sup>them.</sup> ~~the school.~~ One

activity could be kids going around the town helping Senior

Citizenise with yard work. Or raising money for <sup>school</sup> ~~different~~ activity's. It

could ~~also~~ help build the sport programs up. For example: My

football team has about <sup>thirty</sup> ~~thirty~~ guys on it. We have a Varsity

team, barely a Junior Varsity team. That doesn't make our

program look to good. By doing this after-school participation

<sup>program it could</sup> ~~thing,~~ <sup>thing,</sup> could give us the people we need, to help build this program

up to were it should be. Also having these kids in after-school

activity's, is keeping them off the streets and out of trouble. So just

look at <sup>the difference it would make.</sup> ~~all that success that could happen.~~ I believe it could work.

With just a little <sup>effort</sup> ~~afford~~ and a little hard work. We could do it.

Sincerely,

Rich Smallwood

- | -

0001-0019

GUIDE

LANGUAGE ARTS LITERACY - PAF  
REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should

do. Getting all the kids involved. It could really help the school. One

activity could be, kids going around the town helping Senior  
Citizens <sup>or</sup>  
~~Citizens~~ with yard work, ~~or~~ raising money for different activity's. It

could also help build the sport programs up. For example: My  
football team has about <sup>thirty</sup> ~~thirty~~ guys on it. We have a <sup>Varsity</sup> ~~Varsity~~  
<sup>and</sup> <sup>Varsity</sup>  
team, barely a Junior ~~Varsity~~ team. That doesn't make our

program look to good. By doing this after-school participation  
thing, <sup>it</sup> could give us ~~the~~ <sup>what</sup> ~~people~~ we need, to help build this program

up to were it should be. Also, <sup>it</sup> having these kids in after-school  
activity's, is keeping them off the streets and out of trouble. So just  
look at all that success that could happen. I believe it could work.

With just a little <sup>effort</sup> ~~afford~~ and a little hard work, <sup>we</sup> ~~we~~ could do it.

Sincerely,

Rich Smallwood

-|-

58109-1000  
0001-00194

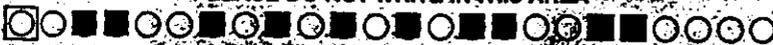
15 A

LANGUAGE ARTS LITERACY – PAF  
REVISE/EDIT

41700-1000 10

-More Schools should get all the kids involved because It could really help the school.

PLEASE DO NOT WRITE IN THIS AREA



841036

LANGUAGE ARTS LITERACY - P  
REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

*after school activities*

I think ~~this is~~ a great idea. This is what more schools should

do. Getting all the kids involved ~~it~~ could really help the school. One

activity could be kids going around the town helping Senior

~~citizise~~ with yard work. Or raising money for different activity's. It

could also help build the sport programs ~~up~~. For example: My

football team has about thirty guys on it. We have a ~~V~~arsity

team, barely a ~~J~~unior ~~V~~arsity team. That doesn't make our

program look to good. ~~By~~ doing this after-school participation

~~thing~~ could give us ~~the people~~ we need to help build this program

up were it should be. Also, having these kids in after-school

activity's ~~is~~ keeping them off the streets and out of trouble. So just

look at all ~~that~~ success that could happen. I believe it could work

~~with~~ just a little ~~afford~~ and a little hard work. We could do it.

Sincerely,

Rich Smallwood

-2-

Item: Revise/Edit

Score: 2

Sample #: 2

GUIDE

**LANGUAGE ARTS LITERACY – PA...  
REVISE/EDIT**

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping Senior Citizens with yard work. Or raising money for different activity's. It could also help build the sport programs up. For example: My football team has about thirtdy guys on it. We have a Varsity team, barely a Junior Varsity team. That doesn't make our program look to good. By doing this after-school participation thing, could give us the people we need, to help build this program up to were it should be. Also having these kids in after-school activity's, is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work. With just a little afford and a little hard work. We could do it.

Sincerely,

Rich Smallwood

- 2 -

**LANGUAGE ARTS LITERACY – PART  
REVISE/EDIT**

Dear Editor,

I think participating in after-school activities is a great idea. This is what most schools should do. Having after school activities could help the school.

-> One activity, could be children going around town helping senior citizens with yard work. This idea of after-school activities could help build sport programs up.

~~For~~ For example, my football team has about thirty guys on it. We have a varsity team and barely a Junior Varsity team. That does not make our program look to well.

-> By doing this after-school program, it might give us the people we need, to build this program up to where it should be.

<sup>new</sup> ~~By~~ <sup>Paragraph</sup> By having these children in after school activities, it will help them <sup>get</sup> ~~off~~ the streets and out of trouble. I believe it could work, with just a little effort and hard work. We can do it.

Sincerely,  
Rich Smallwood

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873071

GUIDE

**LANGUAGE ARTS LITERACY – PART  
REVISE/EDIT**

0001-00270

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear, Editor

I ~~think~~<sup>have</sup> this is a great idea. This is what more schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping Senior Citizise with yard work, <sup>or</sup> raising money for different activity's. It could also help build the sport programs up. For example, My football team has about ~~thirty~~<sup>thirty</sup> guys on it. We have a Varsity team, barely a Junior Varsity team. That doesn't make our program look <sup>too</sup> good. ~~By doing~~ this after-school participation thing, could give us the people we need <sup>to</sup> ~~to help~~ build this program up to were it should be. Also, having these kids in after-school activity's, is keeping them off the streets and out of trouble. So just look at all that success that ~~could~~<sup>can</sup> happen. I ~~believe it could~~ work. With just a little ~~effort~~<sup>effort</sup> and a little hard work. We ~~could~~<sup>can</sup> do it.

Sincerely,

Rich Smallwood

-2-

134<sup>A</sup>

LANGUAGE ARTS LITERACY - PAR  
REVISE/EDIT

Dear Editor,

I believe that getting all kids involved in the community or sports is a good idea. There are way to many kids going home and watching television. This eliminates that problem, and others such as violence and gangs.

One activity could be students going to the homes of older people with yard work. This would helping the older people in the town keep their lawns nice. It also keeps kids out of trouble. Another activity would be to help clean up the town by having the students pick up trash. This would make our town beautiful.

It would also help the sports programs. For instance my football team has thirty guys on it. We have a good size varsity team, and only a small junior varsity team. With after school participation our junior varsity team could become good-sized and better.

Look at the success that could happen. It can work. With just a little effort, we can do it.

Sincerely,  
Rich Smallwood

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873082

LANGUAGE ARTS LITERACY - PART REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think ~~this~~<sup>all</sup> is a great idea. ~~This is what~~<sup>more</sup> schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping ~~senior~~<sup>senior</sup> citizenise with yard work. ~~Or~~<sup>Another is</sup> raising money for different activity's. It could also help build the sport programs up. For example ~~my~~<sup>my</sup> football team has about thirfty guys on it. We have a Varsiety team <sup>but</sup> barely a Junior Varsiety team. That doesn't make our program look ~~to~~<sup>so</sup> good. By doing this after-school participation ~~thing~~<sup>program</sup> could ~~give us~~<sup>get</sup> the people we need ~~to help build this program~~<sup>team</sup> up to were it should be. Also ~~having~~<sup>the</sup> these kids in after-school activity's ~~is~~<sup>is</sup> keeping them off the streets and out of trouble. So just look at ~~all that~~<sup>the</sup> success that ~~could happen~~<sup>we accomplish</sup>. I believe it could work ~~With just a little afford and a little hard work. We could do it!~~<sup>can</sup>

Sincerely,

Rich Smallwood

-3-

160A

LANGUAGE ARTS LITERACY – PART  
REVISE/EDIT

Dear Editor,

I think getting all the kids involved is a great idea. 'All schools' should do this. It could really help the school. One activity could be kids going around the town helping senior citizens with yard work. Another is raising money for different activities. It could also help build up the sports programs. For example, my football team has about thirty guys on it. We have a varsity team but barely a junior varsity team. That doesn't make our program look so good. By doing this after-school participation program, we could get the people we need to help build this team up to where it should be. Also, having these kids in after school activities will keep them off the streets and out of trouble. So just look at all of the success that we could accomplish. I believe it could work with just a little effort and hard work. We can do it!

Sincerely,  
Rich Smallwood

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879566

# GUIDE

Item: Revise/Edit

Score: 3

Sample #: 2

## LANGUAGE ARTS LITERACY – PART 1 REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea! <sup>we should get more schools to join us.</sup> ~~This is what more schools should~~

~~do.~~ Getting all the kids involved <sup>will help them have more fun + raise the rise f-concept.</sup> ~~it could really help the school.~~ <sup>One</sup>

~~activity could be kids going around the town helping Senior~~

~~Citizenise with yard work.~~ <sup>(B)</sup> ~~Or raising money for different activity's~~ <sup>Also,</sup>

could <sup>also</sup> help build the sport programs <sup>up.</sup> For example, ~~My~~

football team has about <sup>thirty</sup> ~~forty~~ guys on it. <sup>By having extra-curricular activities,</sup> We have a Varsity

~~we could obtain players onto the team~~  
~~team, barely a Junior Varsity team. That doesn't make our~~

~~program look to good.~~ <sup>(C)</sup> ~~By doing this after-school participation~~

~~thing, could give us the people we need, to help build this program~~

~~up to were it should be.~~ <sup>In addition,</sup> ~~Also having these kids in after-school~~

~~activities will~~  
~~activity's~~ ~~is keeping them off the streets and out of trouble.~~ <sup>This could</sup> ~~So just~~

~~be a very successful activity and~~  
~~look at all that success that could happen.~~ <sup>I</sup> believe it could work.

With just a little <sup>effort</sup> ~~afford~~ and ~~little hard~~ work, <sup>can</sup> We could do it.

Sincerely,

Rich Smallwood

KEY

Apple	= make
	lower
	case
neumonic	○ spelling
	○ mistake

GUIDE

LANGUAGE ARTS LITERACY - P/

REVISE/EDIT

A The kids could go around our town and help senior citizens with yard work. Or we could make apple pies for the shut-ins who can't get out a lot.

B We could have fund raisers for charity. Or have a garage sale. Besides, another man's trash is a another man's treasure!

C Having extra-curricular activities can help us meet new people + find out new things.

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905574

GUIDE

LANGUAGE ARTS LITERACY – PAF

REVISE/EDIT

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved in these activities could really help the school. One

activity could be kids going around the town helping Senior citizens with yard work. Raising money for different activities

could also help build the sport programs. For example:

The football team has about thirty players. We have a Varsity team, but not really a Varsity team. That doesn't make our sports

program look to good. By doing this after-school participation

could give us the people we need, to help this program up to where it should be. Also having these kids in after-school

activities, keeping them off the streets and out of trouble. Just look at all that success that could happen. I believe it could work,

With just a little effort and a little hard work. We could do it.

believe we can do it

Sincerely,

Rich Smallwood

-3-

0001-00123

**LANGUAGE ARTS LITERACY - PA**  
**REVISE/EDIT**

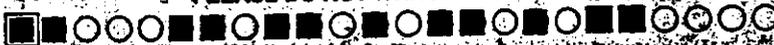
Dear Editor,

I have a great idea for a new activity! Schools should have more activities like this one. Getting everyone involved in these activities could show people that the school cares. The first activity could be to have students go around to the communities in the town and help senior citizens with manual labor. Raising money to make our school programs stronger is another big part of this plan. This plan of raising money would really help in making our sports program stronger. For example: The football team has about thirty players which makes up mostly the varsity team. This plan could make the Junior Varsity larger and stronger. This will make our sports program more confident. By doing this after-school activity, we could get the recognition we deserve. Also having students involved in this after school activity will help in keeping them off the streets and out of trouble. With careful planning success would be achieved. I believe this plan could work with effort and hard work.

Sincerely yours,

Rich Smallwood.

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879459

GUIDE

Item: Revise/Edit

Score: 4

Sample #: 1

**LANGUAGE ARTS LITERACY – PAR  
REVISE/EDIT**

0001-00217

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

I think this is a great idea. This is what more schools should do. Getting all the kids involved. It could really help the school. One activity could be kids going around the town helping <sup>senior</sup> Senior citizens <sup>citizens</sup> Citizenise with yard work. Or raising money for different activity's. It

could also help build the sport programs up. For example: My football team has about thirddy guys on it. We have a Varsity team, barely a Junior Varsity team. ~~That doesn't make our program look to good. By doing this after-school participation thing, could give us the people we need, to help build this program up to were it should be. Also having these kids in after-school activity's, is keeping them off the streets and out of trouble.~~ So just look at all that success that could happen. I believe it could work. With just a little afford and a little hard work. ~~We could do it.~~

Sincerely,

Rich Smallwood

-4-

GUIDE

**LANGUAGE ARTS LITERACY – PAI  
REVISE/EDIT**

Dear Editor:

I feel that requiring students to participate in after-school activities is a great idea!

This activity will get kids involved in their community. I've thought about this and come up with many ideas for after-school activities.

Our town is mostly a retirement town. We could go throughout the community helping senior citizens with yard work or odd jobs around their house. Another activity could be fundraising.

Our town has many sports teams and they could use the money. For example, my football team has about thirty boys on it. We have a varsity team, but no junior varsity. We could split the guys <sup>into two teams</sup> up and use some of the money from fundraising to hire another coach! If we do this, we will need new uniforms and padding, the money from the fundraisers could pay for these items also! Besides helping the school, the after-school activities give kids a place to be. It keeps them off the streets and out of trouble.

These are just a few ideas.

01 001-00217

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905395

# GUIDE

0001-03271

and I'm sure <sup>schools</sup> there will come up plenty more. I hope this plan becomes a big success and with a lot of effort and a lot of team work, it will!

Sincerely,  
Rich Smallwood  
Rich Smallwood

17A

Item: Revise/Edit

Score: 4

Sample #: 2

# LANGUAGE ARTS LITERACY – PA REVISE/ED.

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor, <sup>for all students 2 participate in after-school activities.</sup>

I think <sup>it is</sup> ~~this~~ is a great idea. This is what more schools should

do. Getting all the kids involved. ~~It could really help the school.~~ One

activity could be kids going around the town helping Senior <sup>citizens</sup> ~~Citizens~~ with yard work. Or raising money for different <sup>activities</sup> ~~activity's~~. It

could also help build the sport programs up. For example: My <sup>thirty</sup> ~~thirty~~ football team has about ~~thirty~~ guys on it. We have a <sup>Varsity</sup> ~~Varsity~~

<sup>Varsity</sup> ~~Varsity~~ team, barely a Junior Varsity team. That doesn't make our

program look to good. By doing this after-school participation

thing, could give us the people we need, to help build this program

up to were it should be. Also having these kids in after-school

<sup>activities</sup> ~~activity's~~, is keeping them off the streets and out of trouble. So just

look at all that success that could happen. I believe it could work.

With just a little <sup>effort</sup> ~~afford~~ and a little hard work. We could do it.

Sincerely,  
*Richard*  
Rich Smallwood

- 4 -

93A

17B

LANGUAGE ARTS LITERACY - P  
REVISE/EDIT

Dear Editor:

I think it is a great idea for all students to participate in after-school activities. More schools should require students to participate in after-school activities because it gets kids involved in many different kinds of extra-curricular activities. There are many activities children could participate in.

There are a lot of things kids can do after-school. For example, kids can help Senior Citizens with different chores, such as yard work. They would really appreciate our help. We can have fundraisers to raise money for different activities. We will be able to pay for all the supplies and equipment that will be needed.

Having after-school activities can really help improve our sports program also. For example, the school football team has about thirty guys on it. We have a Varsity football team, but we do not have a good Junior Varsity team because there are not that many guys on it. By having people participate in the after school program, we can attract and convince more people to join the team. The after-school program will provide us with the time we need to concentrate on our football team as well as all the other school sports.

It is good to have children participate in the after-school activities because it keeps them out of trouble. Kids won't be on the streets or around bad influences. They will get the care and attention they need from friends and teachers.

In conclusion, the program will be a great success if we work hard at making it fun and making it a good learning experience for the children. I believe the after-school

1000-1000-1000

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838964

Item: Revise/Edit

Score: 4

Sample #: 2

17C

program could really make a difference in our school, and it will make the students happy. Children will go home learning something new everyday, and feeling good about themselves.

Sincerely,

Richard Smallwood

93C

LANGUAGE ARTS LITERACY – PAI  
REVISE/EDI

Recently, several school districts have proposed requiring all students to participate in after-school activities. This proposal has become a controversial issue in your school.

One of your classmates has decided to write a letter to the editor of the school newspaper expressing his opinion and has asked you to revise and edit his first draft. Read the draft, and think about how to improve the meaning and the clarity of the text. Then make your revisions.

Dear Editor,

(A) I think this is a great idea. This is what more schools should do. Getting all the kids involved ~~is~~ could really help the school. One

(C) activity could be kids going around the town helping Senior Citizenise with yard work. Or raising money for different activity's. It

(B) could also help build the sport programs up. For example: My football team has about thirtdy guys on it. We have a Varsiety team, barely a Junior Varsiety team. That doesn't make our program look to good. By doing this after-school participation thing, could give us the people we need, to help build this program up to were it should be. Also having these kids in after-school

(C) activity's, is keeping them off the streets and out of trouble. So just look at all that success that could happen. I believe it could work.

(D) With just a little effort and a little hard work. We could do it

Sincerely,

Rich Smallwood

-4-

LANGUAGE ARTS LITERACY - PAF  
REVISE/EDI

Dear Editor,

(A) I think that requiring all students to participate in after school activities is a great idea. Getting all of the students involved could really be beneficial to the school. Our school would be setting an example for others to follow. This could be a solution to some problems with kids getting into trouble. There are many activities from which to choose. It may require some effort, but I believe our school could make this policy a success.

(B) I especially think that this idea would help sports programs excel. For example, the football ball team that I play on has almost thirty members. Although we have a full Varsity Team, our Junior Varsity Team is lacking players. This does not make the program look successful. However, by creating an after-school participation program, more people may join the team. This would enable our program to be built up to its potential.

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914023

51 2001-001 P5

## GUIDE

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© There are many other advantages to the proposed program. Students would be able to choose from a variety of activities. By helping the community and raising money, students will become responsible. Also, this policy may prove to reduce teenage trouble-making. If kids are participating in after-school sports or activities, they will not be inclined to commit any offenses during that time. These advantages would be extremely helpful towards our school's student body.

① In conclusion, I would like to support further this proposal. Effort from students can result in much success. "Together, we can all achieve more," is a quote that I have always valued. By participating in activities together, our school will become united and confident. I think that this is a positive way to bring our school together by urging students to participate in activities after school. I hope that this program succeeds so that this is possible.